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# Promoting and Teaching Entrepreneurship in Albania through Business Camps

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**PARTNERS**ALBANIA  
FOR CHANGE AND DEVELOPMENT

# Promoting and Teaching Entrepreneurship in Albania through Business Camps



# WPI

Submitted by:  
Arthur Dooner  
Gabrielle O'Dell  
Peter Ofsthun  
Logan Tutt



**WPI**



**PARTNERS**ALBANIA  
FOR CHANGE AND DEVELOPMENT

# Promoting and Teaching Entrepreneurship in Albania through Business Camps

Tirana, Albania

An Interactive Qualifying Project submitted to the Faculty of WORCESTER  
POLYTECHNIC INSTITUTE in partial fulfilment of the requirements for the degree  
of Bachelor of Science

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Submitted to:

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## Abstract

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Young people of Albania suffer from severe unemployment, causing many technically trained students to emigrate to other countries for better opportunities. This project, sponsored by Partners Albania for Change and Development, focused on the creation of business camps to promote entrepreneurship among vocational students. The creation of innovative businesses by these students will help to spur local economic growth and reduce the unemployment rate. Through multiple interviews, the camp curriculum was tailored to match the economic climate of Albania. These camps were extremely effective at teaching entrepreneurial ideas, with the students showing notable improvements in their understanding of business fundamentals.

## Acknowledgements

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We would like to thank the following people for their contributions, help, and support which was invaluable for the completion of the project.

- Professor Robert Dempski, WPI
- Professor Robert Hersh, WPI
- Ariola Agolli, Partners Albania
- Klotilda Tavani Kosta, Partners Albania
- Eriela Haska, Partners Albania

Furthermore, we would like to thank the staff of Partners Albania and all of the people interviewed; their help was critical in making this project a success.

# Executive Summary

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## Introduction and Background

This project focused on the improvement and implementation of business camps to help Partners Albania for Change and Development, an Albanian NGO, encourage vocational school students to become entrepreneurs. Through these camps, Partners Albania taught these students basic entrepreneurial skills to help them transform their ideas into feasible business plans. The project also focused on fostering a long-term entrepreneurial mindset, helping the students recognize potential business opportunities and utilize available resources to achieve their goals. The project hopes to promote economic growth through the creation of new businesses.

Youth unemployment has become rampant in Albania, with around 40% of people ages 15-24 being unemployed. Students trained in Albanian vocational schools have a higher rate of unemployment, with 58% remaining unemployed after graduation (Ministry of Social Welfare and Youth, 2014). New graduates struggle to find work, causing many talented young Albanians to leave the country for better opportunities elsewhere (Correa, P., et al., 2014). Promoting entrepreneurship in the Albanian youth could help encourage students to stay in the country, leading to economic growth and slowing the rate of emigration.

In January 2015, Partners Albania, in collaboration with the United States Embassy and the Ministry of Social Welfare and Youth, created the Albanian Youth Entrepreneurship Project. This effort sought to help students develop their business ideas into full-fledged products. While successful, the curriculum was not perfectly suited for Albanian students. This project aimed to improve the previous curriculum and teach vocational students the skills necessary to become successful entrepreneurs.

In order to achieve this goal, the project was broken into the following objectives:

- Assess the effectiveness of the previous camps to determine areas for improvement;
- Collaborate with students to further develop their business ideas;
- Determine the most effective methods for teaching entrepreneurship to vocational students in order to modify the existing curriculum;
- Teach the students the skills necessary to create a working business plan for their ideas;
- Evaluate the effectiveness of the camps, and provide Partners Albania with suggestions for future projects in this area.

## Methods

Prior to conducting business camps, the team first worked to understand entrepreneurship within the context of Albania. The team conducted interviews with local entrepreneurs and experts to gain insight into the Albanian entrepreneurial climate. This information was then used to improve the previous camp curriculum. Major modifications were made to compress the camp to two days and tailor the lessons to fit Albanian vocational students. Finally, the team developed student surveys to assess the effectiveness of the camps.

Two weeks before the beginning of the camps, an introductory presentation was given to the students. This presentation was given at each school to describe the camps and give examples of business ideas. The students were tasked with thinking of an attainable business idea they would like to develop. During the camps, the team worked with the students with the help of a translator to provide advice and feedback about their ideas. Observations of the students combined with responses from the pre- and post-camp surveys were used to assess the successfulness of the camps. Feedback was then provided to the students through email to give them guidance and resources to help them move forward with their ideas.

## Findings

Interviews conducted provided a wealth of information on the current state of the economy. These interviews revealed that the biggest obstacles to Albanian entrepreneurship are lack of funding and support. Despite these challenges, the entrepreneurs also saw opportunities in the job market, including low startup costs, skilled workers, and inexpensive labor. The interviewees stressed the importance of good communication and presentation when talking to potential investors. This information was used to modify the camp curriculum, including the addition of a lesson on communication to stress the importance of pitching ideas. An additional section was added on risk management, as this was seen as lacking in the previous curriculum. Introductory presentations were created to stress the key concepts of each lesson. However, in order to fit the new material into the shortened schedule, many of the activities were shortened or cut. All materials were then translated into Albanian to improve clarity for the students.

The effectiveness of these lessons was then evaluated based on observation of the students and responses from the surveys. In the pre-camp survey, students expressed that they lacked the relevant skills and confidence necessary to start a business, despite over a third showing an interest in becoming entrepreneurs upon graduation. The quantitative data illustrated growth in the student's knowledge and

confidence, with most showing clear improvement. Students of these camps expressed a better understanding of entrepreneurship by its completion, showing that the camps had a strong impact and achieved the intended goal.

## Conclusions and Recommendations

Despite minor problems during implementation, the camps were overall very successful. Both participants and instructors had very positive responses upon completion of each camp. Students showed significant improvement in both their understanding of entrepreneurship and their outlook on starting a business. However, there are a number of recommendations for future iterations of the business camps, as listed below.

**The camps should be conducted over at least three days.** The two day camps were too rushed to provide enough information and reinforcement to ensure the material stays with the students. A longer camp would also allow for a more personal experience for each group, as instructors could spend more one-on-one time with each team.

**Communication with the school and designated liaisons should be improved.** One of the camps suffered from a lack of preparedness on the part of the school. Students were not adequately informed with details about the camp, resulting in a less-than-ideal attendance. An in-person meeting with school administrators prior to the introductory presentation would help ensure the school does what is required of them.

**During the introductory presentation, students should be given a short lesson on developing a business idea.** This presentation should occur a month prior to the camps. Teams seemed to struggle with formulating feasible business ideas. The camp schedule was delayed at least one hour while the mentors helped the students think of an idea. This presentation would help them better understand the purpose of the camps as well as give them resources to help create their ideas.

**More communication should occur between the mentors and the students prior to the camps.** Students should submit written descriptions of their ideas, so personalized feedback could be given to them before attending the camp. An initial in-person meeting would also help to build a rapport between the students and mentors. This meeting could potentially be done as a luncheon with the students when the project is first introduced. Email can be used as an additional means of communication.



**Successful entrepreneurs should serve as mentors to the students.** During the camps, these entrepreneurs would provide some real-world context to the students during the lessons. Additionally, this could leave students with a mentor to help them after the camps end, encouraging them to develop their ideas further with the help of additional support.

## Authorship

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Our team utilized a highly collaborative writing technique. For the majority of our writing, we would meet and write together. These meetings would begin with a discussion of what work had to be completed and how we would divide the work among the members. We would then break the writing into sections to be completed by two members of the team. For example, one team would work on writing a new section, while the remaining team focused on editing an older section. Whenever team members reached an impasse in their writing, the whole team discussed and collectively found a solution. For every writing session, we varied which group members worked together, wrote new sections, and focused on editing. Through this general process, we could cycle the members of our group to have a part in each step of writing. For our group, this collaborative approach resulted in the most cohesive and concise writing possible.

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## Introduction

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After the fall of Albanian communism in 1991, the country's private sector grew rapidly. Small and micro-businesses now dominate the economy with over 98% of businesses employing less than ten people. The education system was unable to keep up with the rapid growth and change, resulting in a mismatch in skills between employers and graduates. Despite the country's attempts at recovering and rebuilding, youth unemployment is rampant in Albania, with around 40% of people ages 15-24 being unemployed. Students trained in Albanian vocational and trade schools have an even higher rate of unemployment, with 58% remaining unemployed after graduation (Ministry of Social Welfare and Youth, 2014). As these schools have few connections with job markets and students do not have significant hands-on experience, it is especially difficult for these students to find jobs (Bitzenis, A., & Nito, E., 2005). This long term unemployment leads many of the Albanian youth to leave the country for better opportunities elsewhere (Correa, P., et al., 2014). With many talented students emigrating, the skills mismatch across the nation grows, hindering economic growth in Albania.

This project focused on the development of sustainable business camps to help Partners Albania, an Albanian NGO, encourage vocational students to develop their entrepreneurial ideas and start a successful business. Through the use of two day long business camps, Partners Albania aimed to teach vocational students basic entrepreneurial skills to help them transform their ideas into feasible business plans. Additionally, the project focused on encouraging a long-term entrepreneurial mindset, or the ability to recognize present opportunities and utilize available resources to achieve an entrepreneurial goal. Through teaching the students these skills, the camps hoped to promote economic growth through the students' creation of technical businesses.

Prior to the beginning of the camps, the students formulated a business idea they would like to develop further. The team worked directly with the students to assist them during the development process by providing technical knowledge and resources. The team also gathered data and worked with Partners Albania to improve the business camp curriculum from the previous year. Each camp was evaluated for their effectiveness and recommendations were provided to Partners Albania should they renew the camps in the future. Ultimately, the goal was to assist the participating students in developing their entrepreneurial skills in order to help them succeed in the Albanian economy, as well as assist them in developing a sustainable business plan for their idea.

# Background

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The aim of this chapter is to study entrepreneurship in Albania and the impact the economy has on possible benefits of entrepreneurship. This chapter begins by discussing the history of Albania and its effects on the economy. The following section explores the current Albanian economy and job market, focusing on the opportunities for entrepreneurship and economic expansion. The vocational school system will also be examined to better understand the backgrounds of the students attending the camps. Finally, we will look at the current state of entrepreneurship in Albania, as well as previous attempts to support entrepreneurship in both Albania and other countries. Examination of these previous attempts will give insight into what methods of teaching are effective in Albania.

## 2.1 History

### 2.1.1 The Legacy of Communist Rule in Albania

For over 45 years, Albania was ruled by totalitarian communist dictators, predominantly Enver Hoxha. These dictators cut ties with their former allies, including China and the USSR, due to disagreements in communist party philosophy and doctrine. Albania, under the leadership of Hoxha, became an isolated authoritarian state, with few external connections and economic resources.

Although the country had difficulty generating a large amount of revenue, Albania was left with a very good education system from its communist period, as Enver Hoxha found an educated population to be beneficial to his overall goals for his state (Kasimati, M., & Koxhaj, A., 2011). After Hoxha's death in 1985, the country had a few years of political stability, but unrest grew and free elections were allowed in the nation by 1991. In that same year, Albania began diplomatic relations with other major powers. With significant emigration across the country due to the overall discord, and no money or means of supporting their people, Albania elected the Democratic Party of Albania as a majority, allowing the nation to finally start recovering from the totalitarian order (Lee, S. & Trimi, S., 2006).

### 2.1.2 An Unstable, Laissez-Faire Economy

With the Albanian government focusing on recovery and rebuilding the country, the state became unregulated and underworked. A vast majority of the rural and suburban areas became unorganized, leading to chaotic job markets. Without strong government backing on land claims, people did not invest in land that they thought could be claimed by others, leading to further disarray amongst the people and within the government (Vickers, M. 2009).



During this time, the economy was bolstered by Western funding. This support aided Albania in holding out through this very unstable time, but provided an illusion of growth and prosperity in the economy while it was falling apart (Lee S. & Trimi S., 2006). While money flowed into Albania, very little reached the small businesses that needed the additional funding. This left the masses without enough money to fund their enterprises, and in turn, they sought out alternative revenue streams. Citizens in more developed, urban areas sought to supplement their income, and with few realistic prospects, they turned to 'get rich quick' solutions. These 'solutions' were revealed to be pyramid schemes, further exacerbating the country's preexisting issues as people went as far as selling their homes to fund these investments. The unstable investment environment led to interest rates as high as 35%, making capital more expensive to obtain (Vickers, M, 2009).

### 2.1.3 Albanian Stagnation and the Brain Drain

The Albanian government has stated their commitment to investing in new technologies and ideas that will better their economy including: reforming their academic system to be in line with the rest of Europe's, providing the Albanian research system with new minds from foreign nations, and focusing on public campaigns to encourage people to get involved and be aware of science and technology (Ministry of Education and Science, 2009). Despite these improvements, the country still lags behind other developing European nations in these fields. Since the country predominantly has small or micro-business, there are few available technical jobs. Fearing unemployment, those skilled in technology, and youth in general, emigrate to other countries to find better opportunities for themselves, resulting in a 'brain drain' in the Albanian economy and job market (Correa, P, et al., 2013). In a study conducted by UNICEF, it was found that nearly 20% of people from the ages of 15 to 24 have left the country since 1995 to avoid unemployment and poverty (Požani, D, 2009).

## 2.2 Economy and the Job Market

### 2.2.1 The Informal Economy

After the fall of communism, Albania had a large growth in its informal economy. The post-communist economy relied heavily on personal relations and connections. This created a network society in which loyalty and dependence outweighed professionalism (Skardziute, A.). These loyalties led to people becoming more focused on their personal welfare and less on the broad welfare of society. This mindset spread quickly, contributing to the small business oriented, informal economy that dominates Albania today.

One of the downsides of this informal economy is that it generates an environment where corruption emerges. Corruption can take many forms in Albania, including bribery of officials, abuse of offices, biased rewarding of contracts, monopolies, illegal political funding, discriminatory application of laws or taxes, and even blatant theft (Skardziute, A.). One study found that in Albania “corruption is most widespread among customs officers (95 per cent), tax officers (79.5 per cent), as well as among all representatives of the judicial system – judges (85 per cent), lawyers (77 per cent), investigators (74 per cent), and public prosecutors (72.5 per cent)” (Bitzenis, A., & Nito, E., 2005). The Business Environment and Enterprise Performance Survey (BEEPS) conducted by the World Bank in 1999 found Albania to be the most corrupt country in South East Europe (Bitzenis, A., & Nito, E., 2005). While these figures may seem startling, the economic conditions under which they emerged is a primary cause and corruption is not inherently an Albanian problem. In recent years, Albania has taken strides to reduce the effects of corruption, and has had a noticeable improvement on the prevalence of corruption in the business sector, as can be seen in Figure 1, which shows the issues business owners see as their primary obstacles (Ministry of Social Welfare and Youth, 2014). This figure illustrates that over the five year span from 2008 to 2013 corruption fell to half of its original level. Additionally, the figure shows improvements in several related economic factors including infrastructure and government efficiency.

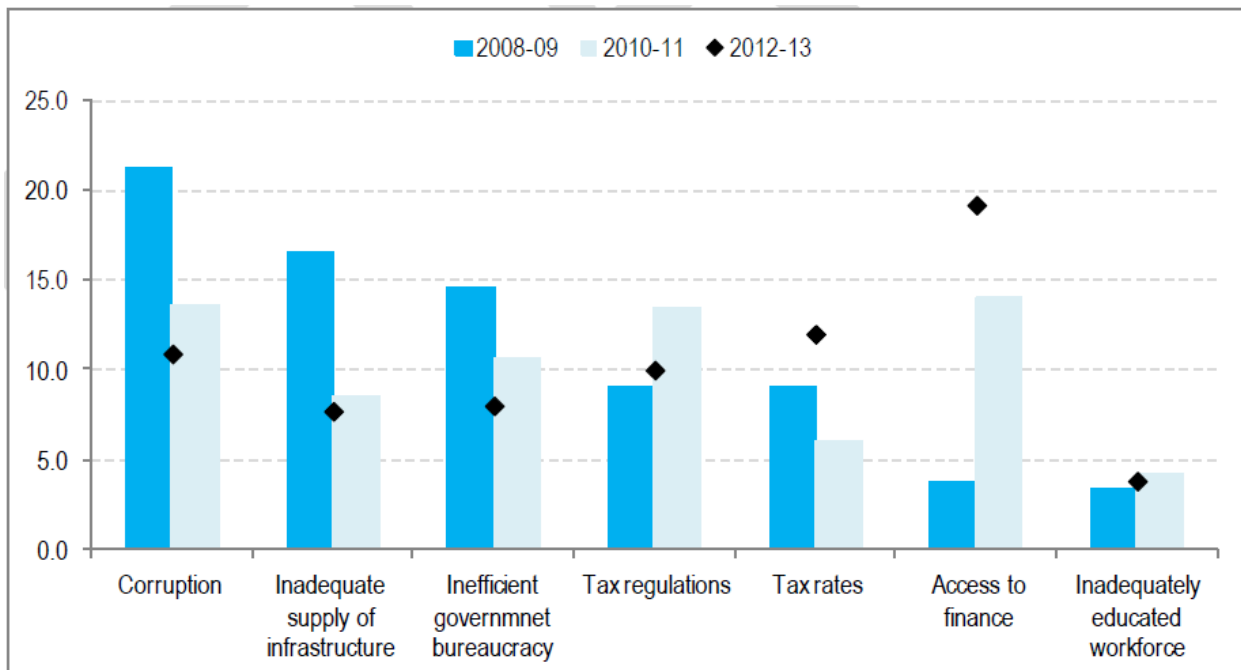


Figure 1: Problematic factors for doing business (Ministry of Social Welfare and Youth, 2014)

### 2.2.2 Driving Factors

With the fall of communism and the instability of the central government, Albanian citizens turned to small businesses to provide for themselves, creating a largely informal economy. Small and micro businesses now dominate the market with over 98% of companies employing less than ten people (Bitzenis, A., & Nito, E., 2005). Most of these businesses, 91%, employ less than four workers and a large number of which are operated by a single person. These small businesses account for 37% of employment in Albania (Bitzenis, A., & Nito, E., 2005 & Ministry of Social Welfare, 2014).

Despite the large improvements towards incorporating a private sector into the Albanian economy, the country still lacks a fundamental driving factor. During the communist regime the economy was driven by the central planning. When that was lost, the economy was left without a driving force, as nothing was pushing for economic expansion. While a considerable amount of public companies have been privatized, the private sector has been unable to effectively establish sustainable markets in many areas (Albania Business Law, 2008). These shortfalls of the Albanian market have left the economy stagnant. Furthermore, Albania lacks research and development, spending, and researchers themselves, leading to a shortage of innovation and a slow-growing innovative sector (Correa, P., et al., 2013). While growth in the innovation sector would help drive the economy, the government is slow in shifting the country towards a more research-oriented society (Ministry of Education and Science, et al., 2009). Although some efforts have emerged to spur entrepreneurship to fill the gap, the lack of a driving force persists.

### 2.2.3 Unemployment

The Albanian economy is not growing quickly enough to employ its citizens adequately. Tirana, the capital of Albania, has an unemployment rate of 19%, 6% higher than the national average, with people 35 and under making up 40% of those unemployed (Pojani, D., 2009). The high level of unemployment is a result of slow economic growth and a mismatch of skills in the workforce. However, this provides opportunity, as there are skilled Albanian workers who will be able to acquire jobs if relevant businesses open in their areas. As more technical trades develop in Albania, more students will seek education in these fields.

A major contribution to the unemployment in Albania is a strong disconnect between business and education. A common criticism is that students graduating from business schools do not possess the skills necessary for the business sector. The chaotic nature of business is creating “an increasing need to be able to work within uncertain and ambiguous environments in a creative manner” (Kwong, C. Y., Thompson, P., Cheung, C. W., & Manzoor, H., 2012). Thus, businesses seek workers who can think

innovatively and creatively to problem solve, without being afraid to take risks. Albanian companies note that a major obstacle they face is the lack of skilled workers in their fields (International Labor Organization, 2014). In addition to not possessing “the skills required by today’s service-oriented urban job market,” the unemployed workers are missing the fundamentals of entrepreneurship (Požani, D, 2009). Studies show that the business world needs people who possess “entrepreneurial skills in: creative and innovative problem solving, independent thinking, opportunity recognition and exploration, readiness for change, risk taking and self-confidence” (Kwong, C. Y., et al., 2012). However, due to the absence of connections to the job market, schools have been ineffective in teaching students the necessary skills for both the public and private sector (Albanian Business Law, 2008). Entrepreneurship is being pursued in Albania as one way to close this gap between the students’ skills (and mindsets) and the needs of the business world.

#### 2.2.4 Lack of Capital Investment

In addition to the lack of driving factors in the economy and the high unemployment rate, there is a significant lack of capital investment in new and growing enterprises. When students in Albania were asked what they wanted to do after school, only 8% said they wanted to start a business. Over half of the students who were not interested in starting a business cited “lack of capital” as their reason for not considering it (Kasimati, M., & Koxhaj, A., 2011). This lack of capital investment is a result of the economic structure after the fall of communism and the focus on the smaller, informal economy. Though most companies would prefer to use banks, they have to rely on the informal economies to get loans (Bitzenis, A., & Nito, E., 2005). While the USAID association raised nearly \$2 million in revolving credit, most of the money was localized within the agriculture industry, leaving urban areas with an unfulfilled need for credit. This shortage of funds remains the limiting factor for many small and micro-business. The main cause of this lack of available capital is insufficient domestic investment caused by the economic state, and is compounded by political instability and insecurity (Albania Business Law, 2008).

### 2.3 Entrepreneurship in Albania

#### 2.3.1 Entrepreneurship Definition

Entrepreneurship is difficult to define: it is not a concrete idea and is contextually driven. In short, entrepreneurship is applying novel ideas to solve existing problems. However, the definition of entrepreneurship can vary based on the given environment and location, making it a ‘social phenomenon’ (Järvi, T., 2012). For the purpose of this project, the European Union provides the most relevant definition:

Entrepreneurs:

- Welcome, embrace, and adapt to innovation brought about by factors around them
- Create a 'strategic vision,' and are able to meet deadlines and goals that they set
- Take responsibility for their (the entrepreneur's) actions
- Take initiatives on their own and induce changes
- Are 'motivated to succeed'

This nuanced definition is useful because it recognizes that not all entrepreneurial activity is bound by these ideas, but acknowledges most entrepreneurs will perform or exhibit the ability to fulfill them. Furthermore, the mindset suggested by these five points enables entrepreneurs to develop their ideas and expand their businesses much more effectively, efficiently, and easily (European Union ETF, 2011). An understanding of entrepreneurship and its concepts, such as self-determination and self-reliance, can prove incredibly useful to students across nearly all fields of study.

### 2.3.2 Entrepreneurial Climate in Albania

The history of Albania has resulted in an economic climate that presents both opportunities and obstacles to entrepreneurial growth. Since Albania is still adjusting from a communist regime to a parliamentary democratic republic, there are significant gaps between the government and the economy. These rifts provide ideal conditions for entrepreneurs to apply novel solutions to existing problems, provided there is support and access to initial financing.

Most studies conducted on Albanian businesses are at least five years old, making them outdated in the rapidly changing market. One survey, conducted in 2005, found that of Albanian businesses, 70% stated that competition from the informal economy was a major factor affecting business, 50% cited low market demand, and 48% cited unclear economic legislation (Bitzenis, A., & Nito, E., 2005). These factors combine to create an uncertain and risky business climate, which discourages entrepreneurial growth. Another study found that overly complex tax codes lead to a considerable barrier to entry for new entrepreneurs (Kuriakose, S., 2013). However, it is unclear if these factors are still prominent in the current economy. In order to gain a more accurate perspective of the current obstacles to Albanian entrepreneurship, insight from current businessmen is required.

## 2.4 Albanian School System

### 2.4.1 Overview of Albanian Schools

The Albanian school system consists of a number of different levels, a visualization of which can be seen in Figure 2. Albanian students have nine years of compulsory education, lasting from age six to fifteen, followed by another three to four years of secondary education. The compulsory education is broken up into two sublevels, primary and pre-secondary education. These levels focus on teaching general education concepts and fundamentals that will provide students with the basics they will need in later schooling (Ministry of Social Welfare and Youth, 2014).

As shown in Figure 2, the secondary education level is split into two different paths, the gymnasium and the vocational schools. Gymnasiums focus on theoretical learning as well as preparing students for moving on to the university levels of education (Ministry of Social Welfare and Youth, 2014). Vocational schools instead focus on practical skills and trades, aiming to give students the skills they need to succeed in a specific field when they enter the workforce. Some of the primary areas of study for vocational students include mechanics, business, information technology, and electronics.

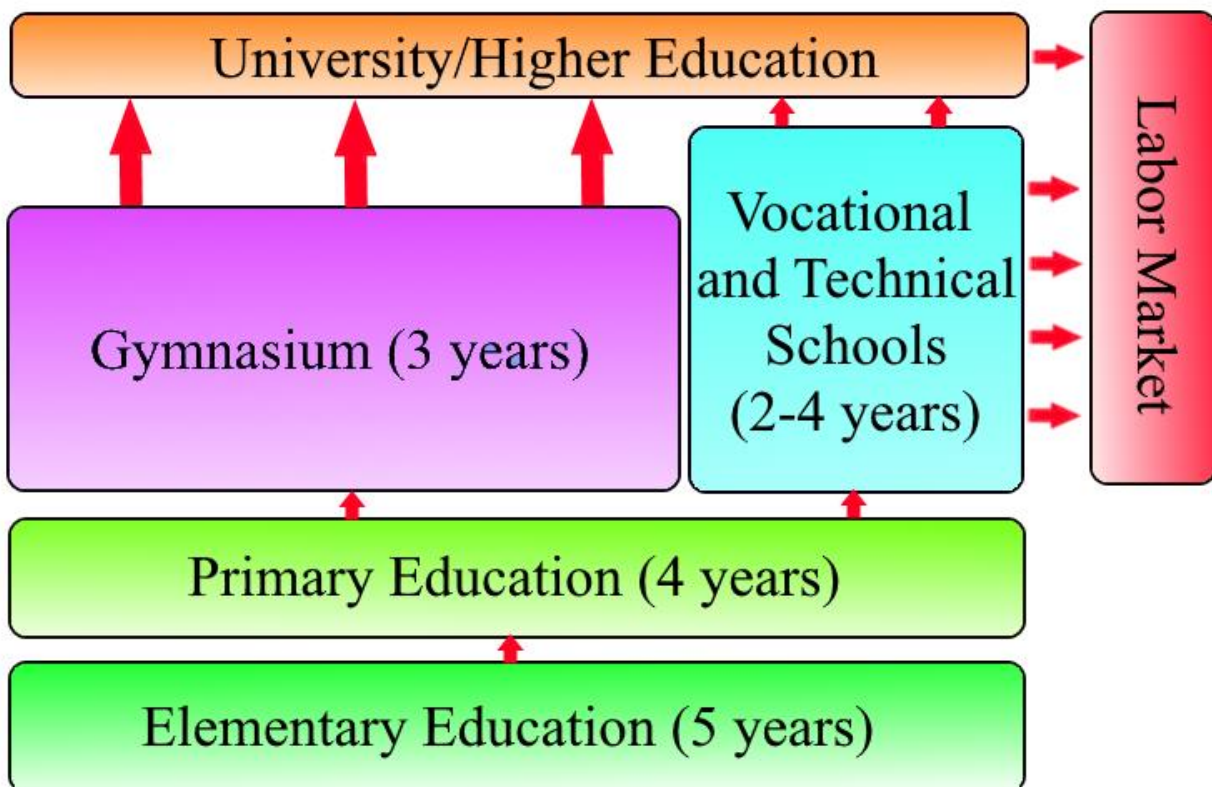


Figure 2: Simplified layout of Albanian school system (Ministry of Social Welfare and Youth)

## 2.4.2 Difficulties Facing the Vocational School System

Albania has 53 public vocational schools throughout the country. These schools are split into two different systems, the Vocational Training Centers (VTCs), and the Vocational Education Schools (VSs). VTCs are run by the Ministry of Labor, while the VSs are run by the Ministry of Education (Jäger, M., 2013). Additionally, there are a number of private vocational schools throughout the country. This fragmentation of the vocational education system has led to a number of problems, mostly related to the difficulty of standardizing this education (Ministry of Social Welfare and Youth, 2014). Since there is no direct influence between networks and no uniformity between schools, it has proven difficult to implement standards across all vocational schools.

In addition to fragmentation of the school system, there have been problems with highly limited programs, poor training, and a low quality of instruction. This has led to a reputation of a poor education quality in vocational institutions (Ministry of Social Welfare and Youth, 2014). One major criticism on this school system is the failure to give students the skills needed to succeed in the job market after graduation. The teaching is often lecture-based and is not relevant or connected to the current labor market (Bitzenis, A., & Nito, E., 2005). The schools and programs tend to be extremely fixed and rigid, often failing to adjust to the unstable and volatile job market. This leads to a mismatch of skills between the output of vocational schools and the needs of the potential employers. Albania has a surplus of graduates in law, finance and language fields and a shortage of graduates in technical fields like auto mechanics, electromechanical systems, and hydraulics (International Labor Organization, 2014). This inequality can be seen in the extremely low job placement rates for vocational school graduates, with only 42% of graduates finding employment after completing their training, compared to 59.7% of all youth finding employment (Ministry of Social Welfare and Youth, 2014).

## 2.5 Teaching Entrepreneurship

### 2.5.1 Bridging the Gap between Education and the Real World

Links between education and the business sector are vital to ensuring that students are given real world examples of what they will face after they graduate. Studies have shown that strong links between businesses and schools help to build a learning network that benefits both the business sector and the students (Järvi, T., 2012). These links allow students to see how others succeed in their economy, inspiring them to pursue careers they previously had not considered. However, one study conducted by the European Union found that there were very few links between businesses and the vocational schools

(European Union ETF, 2011). Building strong ties with businesses have been shown to facilitate learning and provide schools with a great way to engage students as well as augment their traditional education.

### 2.5.2 Skills for Success

Despite the benefits of linking students with potential future employers, vocational schools have been insufficient in providing students with resources to connect them to the job market. The education system has very little contact with the business sector, and thus is not able to focus its teachings on the skills needed by the current business market (International Labor Organization, 2014). This current market has an increasing need for students “to be able to work within uncertain and ambiguous environments in a creative manner. Entrepreneurship education has been identified as being able to fill this gap through the promotion of the entrepreneurial behavior that is critical for economic success” (Kwong, C. Y., et al., 2012). Students need to be able to adapt to the ever-changing economic market if they wish to succeed as entrepreneurs, but this skill has not been well taught in the education system.

Studies have identified three key areas of focus for entrepreneurial education: increasing understanding of entrepreneurship, providing skills necessary to start a business, and encouraging people to be more entrepreneurial in their everyday lives (Balan, P., Metcalfe, M., 2012). Teaching people to think critically about their environment and the resources available to them is just as important as teaching the fundamental skills. Critical thinking is valuable in far more than just entrepreneurial endeavors and will help students no matter what they pursue post-graduation. Entrepreneurial education is primarily focused on “learning to learn,” rather than the traditional school model of lecture-based learning (Kwong, C. Y., et al., 2012).

### 2.5.3 How to Teach Entrepreneurship

While there is no standardized method to teaching entrepreneurship, there is a general consensus that the traditional model of teaching fails. Traditional models of education are heavily focused on theory and not practical application. The classroom model of teaching is criticized for neglecting real world skills, including self-confidence and persistence. This can make entering the job market difficult for students, as life is far more ambiguous than is ever taught in schools (Kwong, C. Y., et al., 2012). Due to the nature of entrepreneurship, students need a far more personalized path. Entrepreneurship is often described as “following a chaotic and ill-defined process of trial and error” (Kwong, C., & Mitra, J., 2010). The current theoretical nature of Albanian schools “neglects the development of judgment, patience, responsibility and other practical skills that are essential in dealing with uncertainties and ambiguities” (Kwong, C., & Mitra, J., 2010). In order to teach entrepreneurship, the role of the teacher needs to be reevaluated and



transitioned more to that of a guide and facilitator of students' personal learning (Järvi, T., 2012). Serving as a student's guide, the teachers should offer support to the student, providing feedback throughout the learning process.

Studies have shown that failure is a key part of learning entrepreneurship. Providing opportunities for students to fail is an important part of the learning experience (Kwong, C. Y., et al., 2012). Teachers can facilitate learning by generating engagement in the material. This engagement has been found to be one of the most important factors leading to success (Balan, P., Metcalfe, M., 2012). With the role of teachers being moved from instructors to facilitators, new methods of teaching need to be utilized. These changes in teaching style would represent a significant shift in the current Albanian school system. As discussed earlier, the education system in Albania focuses primarily on straight lecture-based learning with little focus on practical application (International Labor Organization, 2014). This presents a significant shift in structure for both the students and the schools.

#### 2.5.4 Project Based Learning

There is a consensus that project-based learning is the most effective method of teaching entrepreneurship. A study at the University of Calgary found that all projects evaluated were significantly better than non-project method (McMullan, C. A., & Boberg, A. L., 1991). However, the most effective setup of projects is still open for debate. A study found that team-based projects resulting in poster presentations were effective as they engaged students. This resulted in the students gaining more value from the experience (Balan, P., Metcalfe, M., 2012). One of the most popular methods for teaching entrepreneurship is through a business camp model. This model is effective as it generates a non-traditional learning environment (Fayolle, A., & Gailly, B., 2008). Since vocational schools already have a focus on project-based learning, they provide an ideal environment for the implementation of business camps.

#### 2.5.5 The Camp Model of Teaching Entrepreneurship

While an entrepreneurial business camp can take many forms, in all cases students are taken out of a traditional environment allowing for the development of an intense learning experience (Bager, T., 2011). The camp model provides a new environment where students can work with teachers and entrepreneurs to learn and apply critical thinking skills that are key to developing a successful entrepreneurial career (Kwong, C., & Mitra, J., 2010). Camps allow students to focus on business related activities, giving the students practical experience and encouraging them to pursue entrepreneurship (Järvi, T., 2012). A study of business camps found that students had significant visible improvements in

their analytical, personal and business skills. Additionally, it was found that “students who are embedded in a learning environment have higher motivation, self-efficacy, interpersonal self-esteem, and are more satisfied with their learning experience” (Kwong, C., & Mitra, J., 2010). All of these factors show that camps are an effective method for teaching entrepreneurship; they help to model real world situations that entrepreneurial students will face. The camps provide a free canvas for students to explore, try new things, and fail in a constructive environment that allows them to rapidly build knowledge and ability. Camps allow students to focus on entrepreneurial activities without the distractions of other academic responsibilities (Kwong, C. Y., et al., 2012). As camps progress, leaders can be determined based on the best ideas and passions for their technology, groups can form, and ideas can be further improved upon. This focus on experiential learning is vital to understanding entrepreneurship because more than just acquiring skills, the students must learn how to adapt to whatever environment they may face. The camp model proves to be an effective method of teaching entrepreneurship, one that can be easily adapted to vocational students.

#### 2.5.6 Applying the Camp Model to Albania

In January of 2015, Partners Albania, in cooperation with the Ministry of Social Welfare and Youth and the United States Embassy, hosted the Albanian Youth Entrepreneurship Project. The camps were taught by professionals from the United States, lasting three days each, and were held at two vocational schools, Beqir Çela in Durrës and the Harry Fultz Institute in Tirana. The goal of these camps was to help the participants develop their ideas into a successful business plan. Before the camps began, the students, in groups of two to five, were required to come up with innovative business ideas that would then be developed over the course of the camp (Tavani, K., 2015). To help the students get funding in furthering and selling their idea, Partners Albania also hosted a competition for the businesses after the camps were complete. In this competition, the best teams competed against each other to gain funding from three local businesses (Tavani, K., 2015). These camps were successful at helping the students turn their ideas into working sustainable business plans. Three notable businesses emerged from these camps: E-Type, which makes software to allow people with impaired vision to type in braille; Techno-Pen, a company that makes a smart-pen that listens and records information; and "I Support," an organization that offers specialized plumbing, electrical and mechanical services (Young Entrepreneurs of Albania, 2015). Despite the success of these camps, the material was not specifically tailored to vocational students, leaving opportunities for improvements to the curriculum.

# Methodology

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## 3.1 Actions before Camps

### 3.1.1 Preparation for Camps

Before arriving in Albania, two schools, Gjergj Canco in Tirana and Arben Broci in Shkodër, were selected to participate in the program. Around ten to twelve days prior to the start of each camp, Partners Albania introduced the project to potential students. A presentation was given at the schools describing the camps and examples of business ideas. Speaking English was not a requirement this year, therefore there were concerns about confusion if the presentation was given in English. To combat this, Partners Albania introduced the project in Albanian. In both schools, about 80% of the students introduced to the project understood English.

Groups of three to six students, for a total of 30-50 students from each school, applied for the camp by creating an entrepreneurial business idea. Partners Albania created criteria for selecting students based on their initial ideas. Every idea presented at the camps was deemed sufficient to participate. Additionally, the students were asked to email the team a short description of their idea and contact information. This summary allowed the team to provide the students with technical assistance and initial feedback on product feasibility before the camps began.

### 3.1.2 Contextualizing Entrepreneurship in Albania

Successful entrepreneurs can provide valuable insight into transforming an idea into a sustainable business. In order to gain a personal account of entrepreneurship, the team interviewed David Monks, a serial entrepreneur who has started a series of businesses with varying degrees of success over the last 25 years. Mr. Monks was asked a variety of questions about his entrepreneurial experiences in order to give insight into what it takes to be a successful entrepreneur. These questions focused on the skills Mr. Monks found most valuable in his enterprises, as well as the types of challenges he faced. A full list of interview questions can be found in Appendix A.

While Mr. Monks could provide ample insight into the overall skills of entrepreneurship, his experience is limited to American businesses. In order to better understand the entrepreneurial climate in Albania specifically, other interviews were conducted with native Albanians. The team worked with Ariola Agolli and Partners Albania to locate successful entrepreneurs to interview. These businessmen gave first-hand accounts of the obstacles to entrepreneurship in the Albanian economy. Since these

entrepreneurs spoke English, the team did not have to provide a translator for these interviews. Having first-hand accounts from within Albania provided valuable information and gave the participating students examples of successful, relatable businesses. See Appendix B for a full list of interview questions.

While these Albanian entrepreneurs provided insight into entrepreneurship, none had experience teaching the subject. The team met with a group that is actively promoting entrepreneurship in the country, UP Tirana. This organization works to promote entrepreneurship through “Startup Weekends,” which are three day long introductory courses on creating a successful business. These Startup Weekends work to give new entrepreneurs the resources and skills needed to create their own businesses. The representatives from UP Tirana were asked questions that focused on their experiences teaching entrepreneurship and running a camp-like program. Their first-hand expertise would illuminate problems the team might face while teaching the students. A full list of interview questions can be found in Appendix C.

### 3.1.3 Curriculum Improvement

Before the camps began, the team had approximately a month to work on improvements to the curriculum from the previous camp. In order to assess what changes need to be made to the previous curriculum, the team talked with Ariola and her associates at Partners Albania who helped run the last camp. The team asked them about their experience running the Albanian Youth Entrepreneurship Project, including questions about organization and interactions with the students. Interviewing the previous coordinators was invaluable in organizing the new camps as they knew what lessons were effective and what needed to be modified.

In order to get an understanding of the camps from the perspective of the students, the team interviewed two students who participated in the previous camp. These students were members of the winning team of the competition. They created E-Type, a computer software that allows a standard keyboard to type in braille, eliminating the need for expensive peripherals. The purpose of these interviews was to provide first-hand accounts and feedback from the students’ perspective of the camp. See Appendix D for these interview questions.

The previous camp curriculum was modified and improved based on information obtained from the aforementioned research and interviews. Due to contractual agreements with the former instructors, the contents of the curriculum cannot be disclosed. This curriculum included collections of lecture-based material, hands-on activities, and inspirational videos, created by professional instructors from the United

States. Despite the success of the previous camp, the curriculum was not tailored to Albania. This project focused on modifying the material to better suit Albanian vocational students. The criteria for adaptation were determined after the interviews with the previous students and coordinators. Due to time constraints, the camps were shortened from three to two days. In order to retain as much information as possible, the team was tasked with shortening each lesson and modifying the schedule to accommodate the new length.

The final step before executing the camps was to develop a set of pre-camp and post-camp surveys. These surveys were made to provide quantitative and qualitative data on how much the students learned from the camps. Each survey consisted of two parts, ranking and short answer questions. In the first section, students ranked, on a scale of 1-10, their thoughts on various aspects of entrepreneurship. This section remained the same in both surveys. Section two consisted of short answer responses, which varied in the pre- to post-camp evaluations. These questions measured the success of the camps and how much the students gained from the experience. The pre-camp and post-camp surveys can be found in Appendix E and Appendix F, respectively.

### 3.2 Actions during Camps

Partners Albania, with approval from the Ministry of Social Welfare and Youth, set the business camps to take place during the first two weeks of December at the individual schools. This phase of the program directly involved students, and the team was active in helping the students formulate their ideas and implement said ideas into a plan for a successful business. The students had assistance in: setting attainable goals; learning how to market their ideas as a service or product; developing an elevator pitch to give to potential investors; and formulating their final presentations and plans for running the proposed business. Most of the mentoring was conducted in English, however, a translator was provided if necessary.

While Partners Albania executed the camps, the team constantly observed the students and took notes on what activities engaged them. By noting the lectures and exercises the students seemed to enjoy, suggestions for future modifications to projects related to entrepreneurship could be generated. This required a great deal of observation of both the lecture-based learning and the hands-on activities. The team, as well as the instructors, looked into whether the students were enjoying the camps, participating, and helping build each other's ideas and understanding. While the instructors taught, the activities and lessons were monitored to make sure they were paced appropriately for the students. The team also made general observations on the students' mindsets: whether they were more willing to take risks and

utilize resources as the camp progressed. Through these evaluations, the students' entrepreneurial development could be monitored, and the camps could be guided in the direction that was most effective to the students.

### 3.3 Actions after Camps

After the students presented their final business plans, each participant completed the post-camp survey. These responses were compared to the students' answers from the pre-camp survey in order to understand how much the students gained from the experience. The short answer questions allowed the students to share their experiences during the camp, and their opinions on the lessons. Using this information, the team then determined the effectiveness of the curriculum, as well as what lessons needed improvement.

Partners Albania was provided with an analysis of the curriculum and schedule, based on the collected data. Additionally, recommendations were generated for improvements to the business camps, should Partners Albania continue the camps in the future. With the analysis and the suggested modifications, Partners Albania should be able to renew two or three day long business camps.

## Findings

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### 4.1 Climate of Entrepreneurship in Albania

Through collaboration with Partners Albania, the team set up interviews with real-world entrepreneurs. One successful Albanian entrepreneur was Pezana Rexha, the CEO and founder of the social business, Design by Pana. The company, originally founded in Partner Albania's Green Ideas National Competition, creates custom furniture and interior designs using reclaimed and recycled materials. Ms. Rexha uses the process of upcycling, converting waste materials into usable products, and notes its helpfulness to the environment through this reduction in waste. In addition to their positive environmental impact, Design by Pana also works to generate a societal benefit by employing people of marginalized groups, namely orphans and immigrants. These people are often disadvantaged or forgotten by Albanian society once they reach a working age, so Ms. Rexha uses her business to provide them with jobs and opportunities. While working with these marginalized groups proves to be her biggest challenge, she continues to employ them in the hope that they find success (Rexha, P., 2015). Since the company's founding in November 2013, Ms. Rexha has been able to successfully grow her social business to twelve employees, putting her business in the top 2% of employers in Albania. She is an excellent example of Albania entrepreneurship (Company, 2015).

In the interview, Ms. Rexha noted the second largest obstacle she faces as an entrepreneur is lack of support. While she had help from Partners Albania in developing her idea, she received no additional help from the government in starting her social enterprise. Furthermore, she commented on the lack of mentors available to help new entrepreneurs succeed. Ms. Rexha firmly believes that having a mentor to help her organize her thoughts while running her business has been invaluable to her. She expressed that new entrepreneurs are more easily discouraged if they lack this mentor figure to guide them. Without mentors or proper support, many entrepreneurs lose faith in their ideas and abandon their potential businesses before they can fully see the company's potential. To combat entrepreneurs' wavering resolve, Ms. Rexha reinforced the point that it is crucial for them to believe in their ideas to see their business through (Rexha, P., 2015).

David Monks, a WPI alumni and 'serial entrepreneur' expressed a similar sentiment as Ms. Rexha. In an interview, he stated that entrepreneurs must believe in their ideas in order to achieve success. He felt business education, although helpful to him, was not necessary nor paramount. Mr. Monks expressed that while there are challenges to entrepreneurship in Albania, the opportunities present outweigh the

obstacles. He said that once an entrepreneur has a good idea in Albania, “There’s opportunities - there aren’t many impediments” going on to state that “labor is cheap in Albania, the people that can be hired are intelligent, and startup costs are low.” Mr. Monks sees Albania as an excellent place to start a business, noting his friend Phillip who “could not have built his [consulting] company in the US”, as the conditions would have been far too competitive and startup costs too expensive. Overall, these entrepreneurs showed that Albania, despite the difficulties the economy faces, is an accessible place to entrepreneurs who have confidence in their ideas (Monks, D., 2015).

## 4.2 Modifications of Camp Curriculum

The largest portion of the project was developing and improving the curriculum from the previous business camps. An interview was conducted with UP Tirana, a group that works to create three-day long entrepreneur workshops for anyone in the community to participate in. Their workshops have generated successful entrepreneurs and are very similar in structure to these business camps (Bajraktari, A., 2015). Their track record of success and the similarities between these camps and their workshops, validates the overarching structure of the business camps as an educational model for entrepreneurship.

While the overall structure of the curriculum provided an excellent overview of entrepreneurship, there were areas that needed improvement. Since this camp would not be taught by Americans, Partners Albania made the decision that the lessons would be taught entirely in Albanian. This meant that all lessons, worksheets, and presentations would need to be translated into Albanian. The modifications of the business camp focused on three major aspects of the camps: presentation, content, and major structure. All changes had to be worded carefully so the translated material could be easily understood.

The Partners Albania staff who executed the previous camp identified the delivery of lessons as the largest area for improvement. They found the original camp curriculum relied heavily on a non-traditional teaching methodology, which focused on group work and discussion. Since Albanian students are accustomed to traditional lecture-based lessons, using activities to introduce new concepts left them confused and hindered their participation in the camps.

To remedy this problem, it was determined that an introductory presentation should be added to the beginning of each lesson. Lasting five to ten minutes, these lectures provided the students a traditionally taught introduction to key concepts, prior to applying them in group work. The team produced a set of short PowerPoint presentations to be presented at the beginning of each lesson. These presentations were designed to include a brief explanation of all the major concepts for said lesson,



including short examples of the activities. See Appendix G - Appendix M for the presentations. Additionally, some of the activity worksheets were reworded to improve clarity, with examples being added to the beginning of worksheets to show students what is expected of them. Minor modifications were also made to the instructions and questions. Examples of worksheets can be found in Appendix N.

Areas of the curriculum in need of modifications were determined through research and discussions with Partners Albania. The major areas for improvement were in lessons on communication, risk management, team evaluation, prototyping, and building a pitch. Minor changes focused on maximizing useful information without confusing the students.

An example of a major revision to the curriculum can be seen with the Risk Management lesson. This section of the curriculum was entirely new, as research indicated the ability to identify and intelligently approach risks is a key concept of entrepreneurship, but was completely absent from the original curriculum. The first step in creating this section was to generate a lesson overview, which briefly summarized the lesson goal and the content of the section. The overview of risk management can be found in Appendix N. The next step was to determine how best to teach this information. First, an introductory PowerPoint was created to introduce the students to the key concepts of the lesson, in a way that is familiar to them from their schooling. This presentation can be found in Appendix I. After the presentation, an activity was created to help the students learn how to identify what risks are worth taking and methods to mitigate these risks. The students, as a team, were asked to identify the risks involved in given scenarios and explain what they would do in each situation and why. Each scenario was designed to make them approach risks intelligently. Once they completed the two given scenarios, each team was asked to create their own. This final exercise was meant to help the students relate the lesson to their own ideas and allow the instructors to see how well the students grasped the concepts discussed.

After the curriculum was fully modified, the camp schedule was shortened from three to two days. This resulted in a need to shorten and condense the curriculum further. The main challenge with shortening the camp was maintaining critical information and exercises. It was not possible to simply cut one day from the existing schedule, as it would leave the students with a large gap in their knowledge. In order to better determine what lessons would need to be cut down or removed, a new schedule for the camp was created. The changes focused on how to maximize the benefit to the students in the time allowed. The new schedule shortened all lessons, so the students would receive a strong base without sacrificing any of the lessons completely. In addition, several similar lessons related to business

fundamentals were combined into a single lesson called business basics. This section covered the finances and structure of an early start-up company. The full schedule can be found in Appendix O.

### 4.3 Observations during the Camps

During the camps, extensive observation of the students and camp activities was conducted. Observation was difficult due to the camps being presented in Albanian, but Partners Albania provided a translator, allowing for a limited understanding of the students' responses. Pictures from the camps can be seen in Figure 3 and Figure 4. Additional images can be seen in Appendix P.



*Figure 3: Ariola Agolli, a representative of Partners Albania, giving a lecture to the students of Gjergj Canco (Partners Albania for Change and Development 2015)*



*Figure 4: Two students at the Arben Broci camp working on their business plans (Partners Albania for Change and Development 2015)*

The risk management activity was especially insightful into the students' methods of thinking. While the students presented their answers to the given scenarios, the translator helped to record their responses. For each scenario, the student teams individually presented their unique approach, supported by strong

reasoning and evidence. Teams frequently asked clarifying questions about elements of the scenarios because they felt they lacked the information necessary to make a good decision. The purpose of this activity was to elicit this kind of critical thinking, validating the effectiveness of this lesson. Some of the students, however, did appear risk averse- they chose a safer path with less payoff rather than a riskier path with a possibility of greater reward. The risk aversion of these students shows that this lesson may need to be reinforced or lengthened. The scenarios were written in a way that allowed for the mitigation of risks, however, no student teams took this path. This could mean that the lesson did not convey the concept of managing risks. It was difficult to assess whether this behavior was a result of the lesson or if the students were simply more conservative and did not feel comfortable with taking risks.

#### 4.4 Evaluation of Camps

Based on the data collected from the pre-camp surveys, students were weak in a number of areas related to entrepreneurship. When asked what entrepreneurship meant to them, Gjergj Canco students responded with short responses, such as “running a business” or “selling different products.” Students from the Arben Broci School responded that entrepreneurship was “undertaking risks for the goal of profit,” which is a more complete, but still lacking definition. These responses oversimplified the concept, indicating the students had little understanding of entrepreneurial ideas. As evident in Figure 5, most students had responses that showed a simplistic understanding of entrepreneurship, which provided room for them to improve throughout the business camps.

Gjergj Canco School, Tirana  
Business Camp: How Students  
Interpreted Entrepreneurship

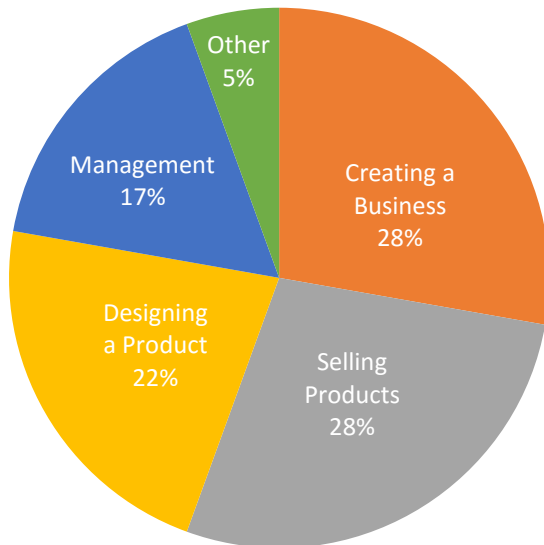


Figure 5: How Gjergj Canco students Interpreted Entrepreneurship

Arben Broci School, Shkodër  
Business Camp: Students' Plans  
After Graduation

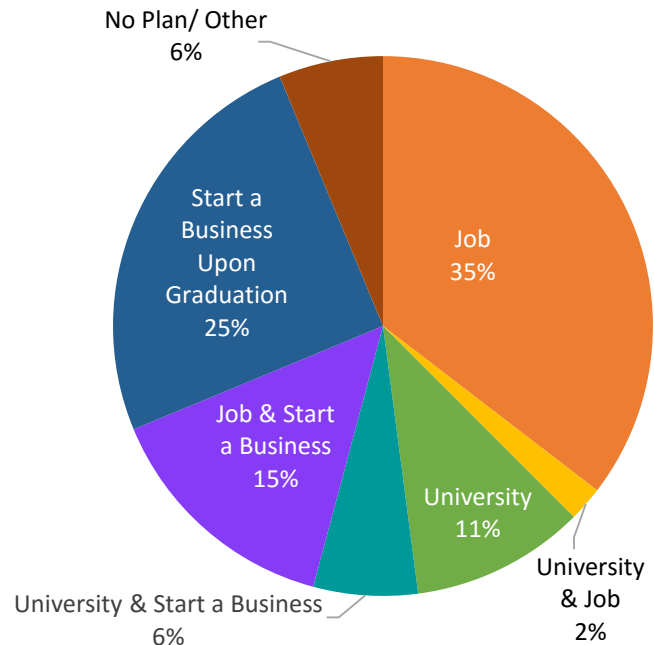


Figure 6: Arben Broci students plans after graduation

The students expressed interest in pursuing entrepreneurial careers, with nearly a quarter of them showing a desire to immediately start a business after graduation, as seen in Figure 6. Other students planned to first go to college or enter the workforce, with an interest in starting their own business later or concurrently. This information reinforced that the students were an appropriate target group for these business camps, as they had a desire to be entrepreneurs. Additionally, approximately 90% of the students had no prior business experience, further reinforcing the need for the camp.

The second set of data analyzed was quantitative responses asked on the surveys. These questions were measured on a scale from 1 to 10 of agreement with the statement, with 1 being strongly disagreeing and 10 being strongly agreeing. The responses from these questions can be seen in Figure 7 and Figure 8. Students ranked every question higher after completion of the camp. They grew more comfortable with teamwork and presenting their ideas to one another through the activities and presentations. Additionally, students felt more comfortable taking risks, were more confident in their entrepreneurial abilities, and were more likely to start a business.

### Gjergj Canco School, Tirana Business Camp: Pre-Camp vs. Post-Camp Entrepreneurial Outlook

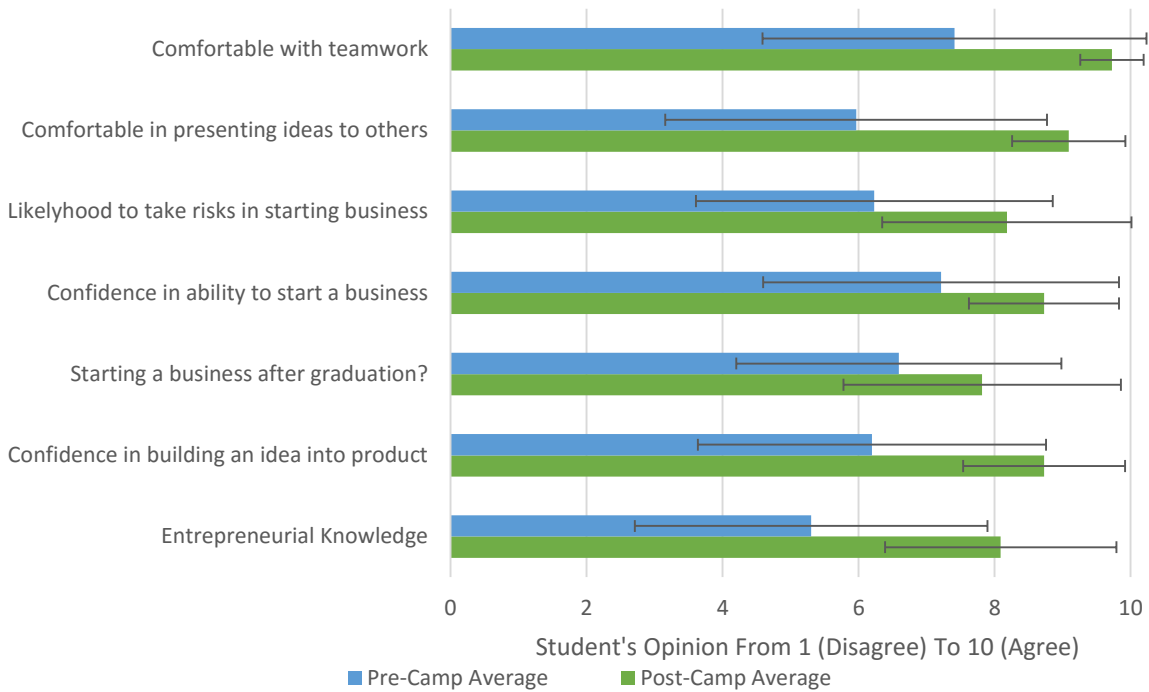


Figure 7: Tirana Business Camp Pre- vs Post-Camp Entrepreneurial Outlook

### Arben Broci School, Shkodër Business Camp: Pre-Camp vs Post-Camp Entrepreneurial Outlook

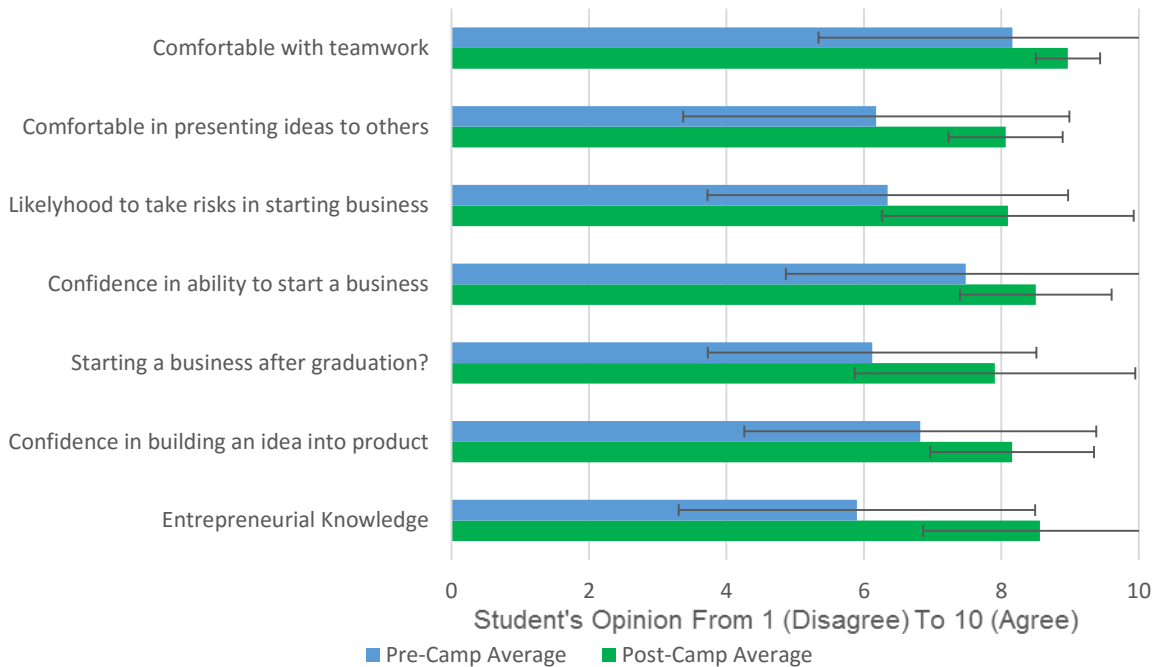


Figure 8: Shkodër Business Camp Pre- vs Post-Camp Entrepreneurial Outlook

The areas showing the highest improvement were the students' entrepreneurial knowledge and their confidence in their product's development, with an average increase of approximately 50% and 37%, respectively. The responses in the post-camp survey also had a significantly smaller spread than their pre-camp counterparts, suggesting there were fewer outlying students with significantly less confidence in each area. Students of the business camps were uniformly more confident, understanding, and able with regards to business-related fields by the end of the camp. Further, the percent improvement in students' opinion exemplifies their greater understanding of these concepts, as shown in Figure 9.

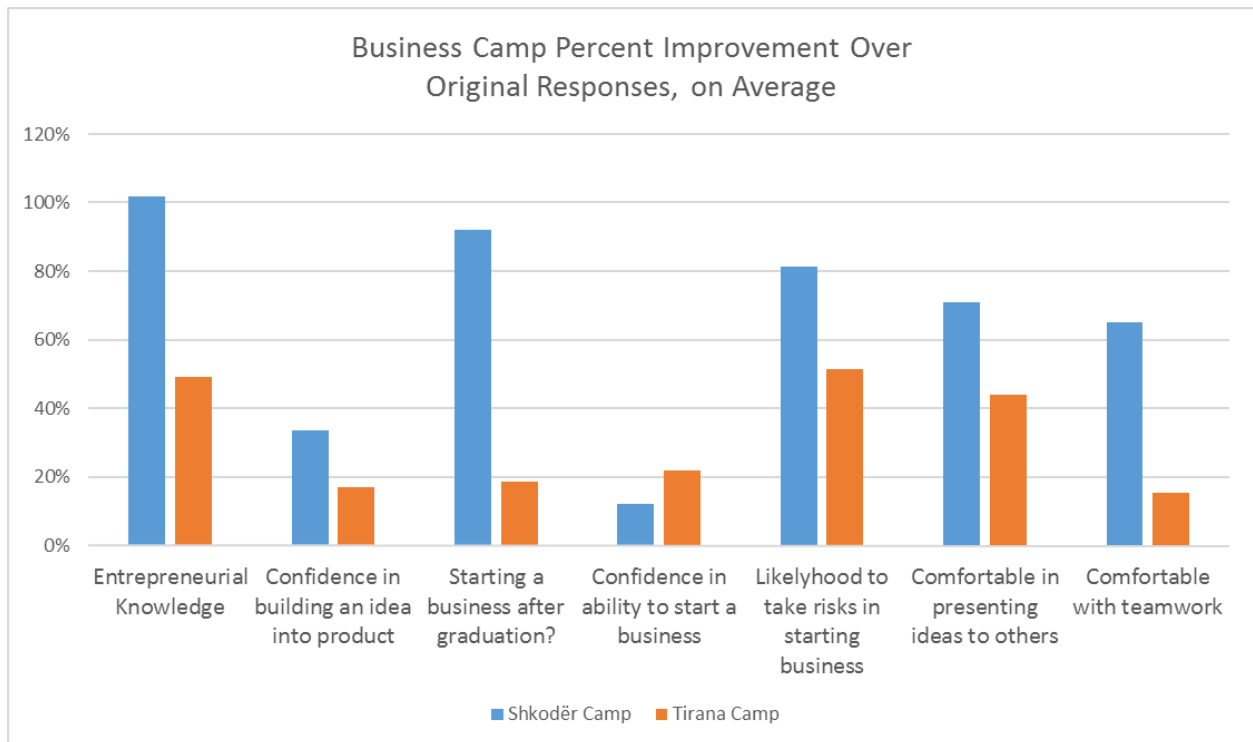
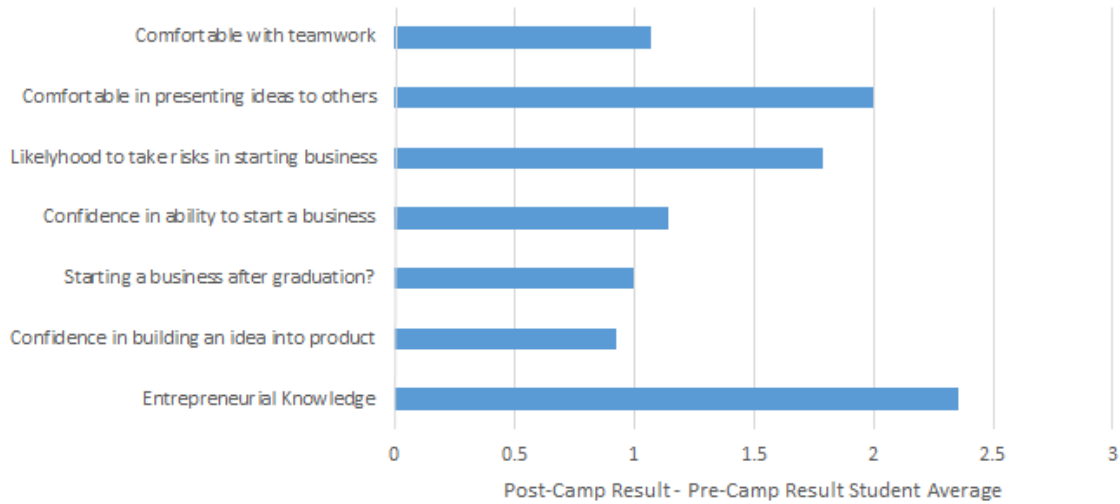


Figure 9: Percent improvement over students' original responses

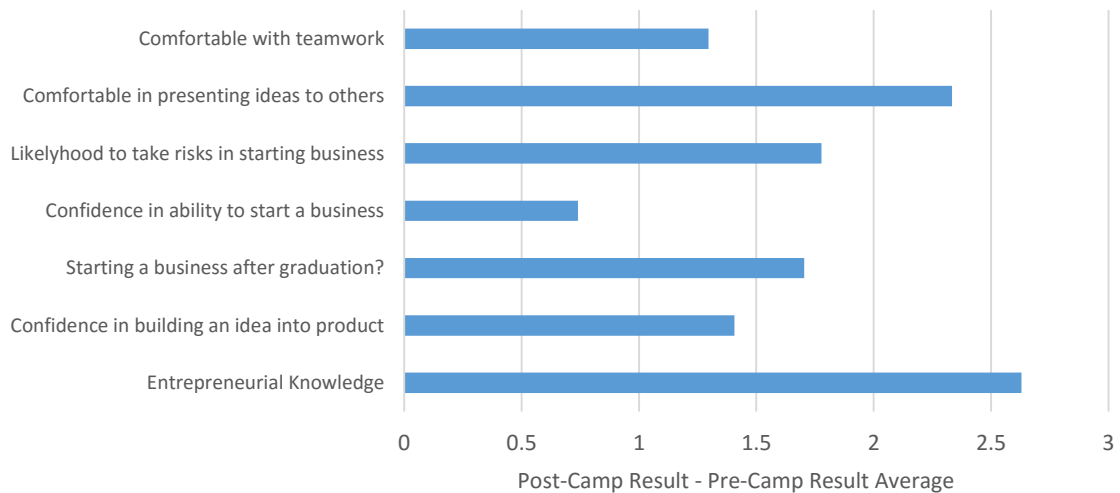
Students who stayed for the entirety of the camp and submitted a pre-camp and post-camp survey also had their responses individually compared, with their results averaged and summarized, in Figure 10 and Figure 11.

**Gjergj Canco School, Tirana Business Camp:  
Average Improvement Per Student from Pre-Camp to Post-Camp  
Surveys**



*Figure 10: Gjergj Canco student difference comparison*

**Arben Broci School, Shkodër Business Camp:  
Average Improvement Per Student From Pre-Camp to Post  
Camp**



*Figure 11: Arben Broci student difference comparison*

Individual students improved notably, and almost all students felt the camp had a positive effect on them. Many students stated that the camps significantly boosted their confidence in running their own business and implementing new ideas. Their understanding of entrepreneurship broadened and they showed increased understanding of risks and how to manage them. A full table of student survey responses can be found in Appendix Q and Appendix R. The students' final presentations exhibited many of the thoughts and behaviors taught during the camp. In all, the students of these camps expressed a more comprehensive understanding of entrepreneurship by its completion. All of this data shows that the camps had a strong impact on the students and achieved the intended goal.



## Conclusions and Recommendations

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Through observation and analysis of the business camps, an overall assessment of their success can be determined. Despite minor problems encountered during implementation, the camps were successful. Both participants and instructors had very positive responses upon completion of each camp. Students showed significant improvement in both their understanding of entrepreneurship and their outlook on starting a business. However, there are a number of recommendations for future iterations of the business camps, as specified below:

**The business camps should be conducted over at least three days.** While these camps were successful, some lessons were rushed or shortened. In order to compress the curriculum into two days, a number of hands-on activities that were meant to reinforce material and make the students think about the concepts had to be removed. By elongating the schedule, students would have more time to absorb the material and put the lessons into practice. In addition to missing information, two day camps do not allow enough time for students to retain the material. When the schedule is rushed, there is a risk that some information will not be properly reinforced, making it easier for students to forget what they learned. Moreover, there is not enough time to test material retention or long-term impact of the material on the students, as both would require follow-up interviews months after the business camp.

**Communication with the schools, or the designated liaisons, should be improved.** There were a number of problems with scheduling the first camp at Gjergj Canco in Tirana. Due to scheduling issues, multiple trips were required to introduce the project, leaving the students less than two weeks to formulate a business idea. Additionally, students were not sufficiently informed of the date or time of the camp, resulting in half of the sixty expected students. These miscommunications delayed the start of camp, causing critical time to be lost in an already compressed schedule. Some students even stated that they had not heard about the camp until the morning it started. These factors indicate a lack of communication between the school liaison and the interested students. In the future, schools should go through additional vetting to ensure they are prepared to host the camps. One method for achieving this is an additional preparation meeting with the schools. Conducted in person, this meeting would ensure the school is clear on dates and the camp concept.

**During the introductory presentation, students should be given a short lesson on developing a business idea.** Many groups entered the camp without a defined concept, or with unrealistic or overused ideas. As a result, the camp schedule was delayed over an hour while the mentors helped the students

generate business ideas. Adding a short presentation on idea development during the introduction of the camp, occurring approximately a month prior, would aid in correcting this problem. The presentation would help the students to better understand the purpose of the camps as well as give them resources to ensure the ideas they create are realistic.

**More communication should occur between the students and mentors prior to the camps.**

Communication with students should begin at least a month before the camps are scheduled to start. This would not only give the students ample time to develop their ideas, but also give mentors time to work with the students. This would be especially beneficial with a two day schedule, as students could come with fully fleshed out ideas, leaving the full camp-day to teach. The students would also have the opportunity to build a rapport with the mentors. This rapport would aid in making the students feel comfortable to work with the mentors during the camp. In the current version of the camp, at least two hours were spent helping students create and refine their ideas. If mentors have access to the students early, they can help students develop a feasible business idea without consuming camp-time. These interactions could be electronic or in person. Preferably the first interaction would be in person, such as having a luncheon with the students when they are first introduced to the camps.

**Bring in successful entrepreneurs to act as mentors to the students during the camps.** All interviewed entrepreneurs stated having local business owners present would inspire the students. There are two main areas where the entrepreneurs would be beneficial to the camp. These entrepreneurs would participate during activities, providing guidance to students, and supplement the lessons with their personal experiences. Entrepreneurship is a concept difficult to teach without having gone through it oneself, thus these entrepreneurs would lend credibility to the camps, and provide the students with a concrete example of what they can do. Entrepreneurs could also act as mentors to the students. Each entrepreneur could be partnered with a team, or teams, and mentor the students after the camps have ended. Providing the students with a mentor gives the students incentive to continue developing their business plan, as well as additional support in their endeavors.

Overall, the camps were highly successful in teaching the students entrepreneurial skills. The framework created by the team resulted in an improved experience for the students, despite the added time constraints. Students were actively engaged in all of the lessons, and were introduced to concepts of entrepreneurship and business that may help in their future. Using the above recommendations, Partners Albania can continue to improve their business camps, should they choose to renew the program.

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# Appendices

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## Appendix A: David Monk Interview Questions

- Are you okay with us citing you by name in our paper?
- What brought you to Albania?
- What business-related skills did you have prior to becoming an entrepreneur?
- Did your old jobs (like that at Kodak) help you towards being an entrepreneur?
- What did you find was the most useful skills when you became an entrepreneur?
- What are the biggest challenges to being an entrepreneur?
- Besides capital investment, are there any other challenges young entrepreneurs might face in the Albanian economy?
- What differences do you see in the Albanian entrepreneurial environment versus the environment in the states?
- What do you find most rewarding about being an entrepreneur?
- What advice would you give to new entrepreneurs?
- If you could go back in time and tell yourself one thing before starting your businesses, what would it be?
- On Wednesday, you talked about entrepreneurial drive being one of the most important things to teach young entrepreneurs. What would be some ways to instill or promote this drive in the students?

## Appendix B: Entrepreneur Interview Questions

- Can you please tell us a little bit about your business?
- What made you want to start your own business?
- What education/skills did you have prior to starting your business?
- What skills did you find most valuable while building your business?
- What was the biggest challenge for you in creating your business?
  - How did you overcome this challenge?
  - Any other significant challenges?
- What are some aspects of running a business that most people don't consider?
- Are there any hidden costs or expenditures needed to maintain your business?
- What do you find most rewarding about being an entrepreneur?
- What advice would you give to new entrepreneurs?
- If you could go back in time and tell yourself one thing before starting your business, what would it be?
- Do you have any questions for us?

## Appendix C: UP Tirana Questions

- Can we record this interview?
- Are you okay with us citing you by name in our paper?
  - If not, can we either quote you anonymously or change your name?
- Can you please tell us about the efforts that UP Tirana has completed to promote entrepreneurship?
  - Of the efforts you have completed, how successful would you classify each?
  - How do you measure the success of your efforts?
- Can you give us any specific examples of successful young entrepreneurs?
- Do you know of any other attempts at promoting entrepreneurship in Albania?
- Do you give program attendees continued support once the program is complete?
  - If yes, what kind of support?
  - If no, why not?
- What do you see as the largest obstacles to entrepreneurs in Albania?
- What is the best advice you can give to a young entrepreneur?
- From your experience running entrepreneurial events, what advice would you give to us?
- Do you have any questions for us?



## Appendix D: Former Student Questions

- What was your experience like in the camps?
  - What was your favorite part?
  - What was your least favorite part?
- How much did you know about entrepreneurship prior to the camps?
- How much do you feel that you learned in the camps?
- Did you enjoy the hand-on activities during the camp?
- Did you enjoy the videos shown during the camp?
- Where are you currently with your product?
  - Are you still developing it?
  - If yes
    - Can you please tell us about your business?
    - What skills did you find most valuable while building your business?
      - What was the biggest challenge for you in creating your business?
      - What do you find most rewarding about being an entrepreneur?
  - If no
    - Why did you not continue development?
    - When did you stop?
- Is there anything you learned on your own after the camps that you wish they had covered?
- Was it difficult for you to learn in English? Would you prefer Albanian?
- Do you have any questions for us?

## Pre-Camp Survey

Student Name: \_\_\_\_\_

**Scaled Questions:** For the following questions, please indicate your answer on a 1-10 scale with 1 being least and 10 being most.

1. How much do you know about entrepreneurship? \_\_\_\_\_
2. How confident are you in your ability to develop your idea into a product? \_\_\_\_\_
3. How likely are you to start your own business after graduation? \_\_\_\_\_
4. How confident are you in your ability to start a business? \_\_\_\_\_
5. How likely are you to take risks in starting your business? \_\_\_\_\_
6. How comfortable are you presenting your ideas to others? \_\_\_\_\_
7. How comfortable are you working in a team? \_\_\_\_\_

**Short Answer Questions:** For the following questions, please provide a short written response.

1. What does entrepreneurship mean to you?
2. Do you have any prior experience in creating a business plan? Explain.
3. What are your plans after graduation?
4. What do you think is the hardest part of starting a business?

## Post-Camp Survey

Student Name : \_\_\_\_\_

**Scaled Questions:** For the following questions, please indicate your answer on a 1-10 scale with 1 being least and 10 being most.

1. How much do you know about entrepreneurship? \_\_\_\_\_
2. How confident are you in your ability to develop your idea into a product? \_\_\_\_\_
3. How likely are you to start your own business after graduation? \_\_\_\_\_
4. How confident are you in your ability to start a business? \_\_\_\_\_
5. How likely are you to take business risks? \_\_\_\_\_
6. How comfortable are you presenting your ideas to others? \_\_\_\_\_
7. How comfortable are you working in a team? \_\_\_\_\_

**Short Answer Questions:** For the following questions, please provide a short written response.

1. What does entrepreneurship mean to you?
2. What do you find most helpful from the camp and what do you think could have been explained better?
3. Did this camp have a positive or negative impact on you choosing to become an entrepreneur? How?
4. What do you think is the hardest part of starting a business?

## Appendix G: Setting Goals Presentation

### Setting Goals

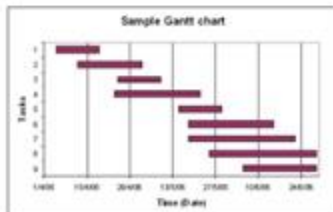
Going forward with your ideas

#### Setting Clear Project Goals

- **SMART Goals**
  - **Specific:** Being specific with goals allows you to see where you have to go to reach a goal
  - **Measurable:** Measurable goals allow you to monitor progress as you go
  - **Attainable:** Goals need to be realistic in order to be achieved
  - **Relevant:** Goals should relate directly to the project in order to keep yourself focused
  - **Time-Bound:** Realistic deadlines should be made for all goals

#### Building a Schedule to Achieve Your Goals

- Make your goals realistic
- Give yourself smaller, incremental deadlines
- Create Gantt Charts



#### Continual Reevaluation

- Review your goals often
  - Determine what goals have been met, and which have not
  - Determine what is needed to complete remaining goals
  - Change current goals and create new ones as your situation changes

## Appendix H: Communication Presentation

### Communication

Getting your ideas across to interested parties

#### Professional Behavior and Language

- Do not use contractions! Speak and write formally, as you would for a report.
- If you can use large words *appropriately*, use them! It's impressive. But DO NOT misuse them; you'll sound foolish!
- Avoid awkward pauses in your discussions: Try not to stutter, say "uhm..." "ah..." and more
- Try not to move around too much in presentations
- Only include relevant examples and discussion. Get to your point, and make your ideas and goals abundantly clear.
- Look attentive, always.

#### Practice Makes Perfect!

- Practice like you are actually giving your presentation
- Practice repeatedly, again and again! You can always make it better!
- Practice with different people
- Prepare for possible follow up questions
- Constructive criticism is good
- Ask others what they think of your ideas!

#### Clarity

- Be sure to talk clearly and slowly
- Do not use ambiguous language
- Be concrete, use definitive terms and ideas
- Give examples of your product
  - Demonstrations if ideas are complex
- Do not be afraid to brag!
  - That's what you have to do in the first place, you have to sell your idea!

#### Appearance in Meetings

- Dress for success and to impress!
- Firm handshakes
- Friendly demeanor
- Look engaged, not bored
- Carry yourself well
- Stand or sit up straight
- Be polite!

# Appendix I: Risk Management Presentation

## Risk Management

How to take intelligent risks

### What are risks?

- Risks are any situation where there are multiple possible outcomes, some of which are good, and some that are bad
- Risks can pose great challenges, but also offer great opportunities
- All businesses face risks, the important thing is to be able to determine what the risks are and how to minimise them

### Identifying Potential Risks

Risks can be grouped into four separate categories based on their likelihood of happening and their consequences:

|                    |   |  |
|--------------------|---|--|
| Minor Consequences | <b>A</b><br>Risks that can be safely ignored              | <b>B</b><br>Risks that can be mitigated through simple changes in behavior |
| Major Consequences | <b>C</b><br>Risks that can be mitigated through insurance | <b>D</b><br>Risks to actively identify, monitor, and mitigate              |
|                    | Low Likelihood  | High Likelihood  |

### What risks should you take?

- Every case is different, so there is no "right" answer in risk taking.
- Some things to consider in the decision include:
  - The consequences of the risk, both good and bad
  - The likelihood of the risk resulting in a successful outcome
  - How easy it will be to recover from the risk if it fails
  - If anything can be done to minimize the risks involved
- For some risks the answer will be obvious, but many may be difficult to determine
- Think hard about the risk before taking it, but don't be afraid to take risks if you have thought them through thoroughly and have a plan to recover if they go wrong

### Managing and Minimizing Risks

- Identify risks early, to allow yourself time to respond to them
- Determine the type of risk, and if it is worth pursuing
- Find ways to eliminate or minimize the risk, some example ideas include:
  - Taking out insurance on expensive items
  - Having backups of all critical equipment and data
  - Avoiding situations that would create unnecessary risks

## Appendix J: Market Research Presentation

### Market Research

Studying your market to determine how to achieve success

#### Identifying The Market

Let's take a look at this image to get an overview of marketing your business:

<http://goo.gl/F14Bva>

#### Dollar Shave Club



#### Discussion: Dollar Shave Club

- Why do you believe this video went viral?
- Why do you think this company chose humor for their video?
- What is the company culture they are trying to portray in this video?
- Who is the target audience they are trying to sell to in this video?
- What can you learn from this and apply to your own marketing plan?

#### Behind the Scenes of Dollar Shave Club's Video



#### So how can you learn about your market?

- Google Search
- Job Listing websites
- Fortune 500 companies
- Industry websites
- Analytical data
- Government research (census, etc)

### **Market Research Applied**

Take a look at the *Action 2.2 Guided Questions* worksheet, and answer the questions as a team.

### **How is your company different?**

Take a look at the *Competitive Analysis Questions* worksheet, and answer the questions as a team.

### **Marketing Conclusion**

Above all else, consider the question:

**How are you going to sell your idea?**



## Appendix K: Building a Pitch Presentation

### Building a Pitch

Communicating your ideas in a cohesive message

#### Why am I giving this pitch?

- Determine the purpose of your pitch
  - Is it to sell product? Attract investors?
- What should you focus be?
  - What is your company trying to achieve?
- First convince the person that there was a problem
- Then convince them that your solution is the best solution
- Emphasize ideas that will show that your product is worth selling

#### Steps to a Good Pitch

1. **Hook:** Start with a sentence that grabs your audience's attention and makes them want to hear more about your product.
2. **Introduce yourself and your company**
3. **What is the product?** Explain *briefly* what your product is and why it is necessary.
4. **Why is it innovative?** What makes your project stand out?
5. **Closer:** Finish with a sentence that summarizes your elevator pitch

#### Presentation

- An "Elevator Pitch", a 30-60 second pitch about your company, is vital to your company's success.
- Before we start, remember: use **clear** and **professional** communication!
- Elevator pitches need to be introduced with confidence.
  - Well spoken, professional language
  - Dressed well
- 10 body language tips to make presentations better infographics: <http://goo.gl/LgkoKR>

#### Audience

- Who am I presenting to?
- What would grab this person's attention?
- Why should they care?
  
- You could be presenting to anyone! Have a base pitch, and adapt it based on who you're talking to, and their interests
- Make them feel like you're trying to solve a real problem

#### Steps for a Good Pitch (simplified)

*Hook*

*Introduction*

*Product*

*Innovation*

*Closer*

### Building on These Ideas

- Incredible Powerpoint on making a great presentation: <http://goo.gl/tNBhh>
- Infographic on how to pitch for investments: <http://goo.gl/zbUOgu>

### On Your Own

- Now go take a look at the worksheet, *Your First Pitch*
- Design strategies for your first pitch
- Once you're done with that, pair up and 'pitch' your ideas to each other.

## Appendix L: Prototyping Presentation

# Prototyping

What makes a good prototype?

### What is a Prototype?

- A prototype is a first iteration of your idea
- Prototypes should act as a proof of concept for your idea, showing it is both possible and feasible
- Building the prototype will give you a lot of valuable information as to what problems you will need to solve to create your products

### Elements of a Prototype Presentation

- Create a rollout plan for your product, considering what will need to be done to manufacture and distribute the product
- Have a working proof of concept to show that your product works
- Your proof of concept prototype should look professional, not like something built in a garage

### Questions to Think About:

- What is this concepts purpose?
- What materials will it ultimately be made from?
- What are its dimensions?
- How does it function?

### Kickstarter Videos

- Unsuccessful Coolest Cooler: <http://goo.gl/eLNc8z>
- Successful Coolest Cooler: <http://goo.gl/VgdPiQ>
- Passion Planner: <http://goo.gl/CvZMjf>

## Appendix M: Business Basics Presentation

# Business Basics

The foundations of a new company

### Itemizing Costs

Knowing what you are spending money on is key to a company's survival.

- Identify everything that costs the company money
- Categorize these expenses
  - For example: research and development, marketing, production, business overhead
- Break up expenses into one-time and recurring costs
- One-time Costs: must be individually accounted for
- Recurring Costs: add costs together to find total recurring expense
  - These are your operating expenses so you must make enough to continually cover these

### Budgeting

- Ideally, you want to *at least* break even
  - Your revenue  $\geq$  your expenses
- Plan ahead with your budgeting to account for large one time expenses
  - For example if you need to buy an expensive machine for production start planning for it in the budget a year in advance to save up money for it
- Build up cash reserves
  - These are useful for keeping the company afloat through a short time of poor sales
  - Can be used to cover unexpected one time expenses.

### Business Structure

- Creating a business model is important to understanding how to manage and grow your business



### Pricing your product

- Determining the price of your product requires analyzing a variety of different factors.
- Consider:
  - How much will it cost to make the product?
  - What expenses will your business have?
  - How much revenue will you need to grow?
  - How much would people be willing to pay for your product?

## Program Schedule

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| Day 1  | Day 2   |
|--|---|
| <b>Morning Session</b>   | <b>Morning Session</b>  |
| <ul style="list-style-type: none"><li>• Welcome</li><li>• Introductions</li><li>• Evaluation</li><li>• Setting Goals</li></ul> | <ul style="list-style-type: none"><li>• Branding</li><li>• Prototyping</li></ul>  |
| <b>Break</b>   | <b>Break</b>  |
| <ul style="list-style-type: none"><li>• Communication</li><li>• Risk Management</li></ul>                                      | <ul style="list-style-type: none"><li>• Business Basics</li><li>• Plan of Action</li></ul>                                  |
| <b>Lunch</b>   | <b>Lunch</b>  |
| <b>Afternoon Session</b>   | <b>Afternoon Session</b>  |
| <ul style="list-style-type: none"><li>• Market Research</li><li>• Build a Pitch</li></ul>                                      | <ul style="list-style-type: none"><li>• Presentation Preparation</li><li>• Presentations</li><li>• Short Feedback</li></ul> |
| <b>Final Exercise</b>  | <b>Final Exercise</b>   |

# Schedule

---

| Day 1 |                        |
|-------|------------------------|
| 9:00  | Introduction: 10 min   |
| 9:10  | Evaluation: 45min      |
| 9:55  | Setting Goals: 30min   |
| 10:25 | Break                  |
| 10:55 | Communication: 45min   |
| 11:40 | Risk Management: 50min |
| 12:30 | Lunch: 90min           |
| 14:00 | Market Research: 60min |
| 15:00 | Build a Pitch: 60min   |

| Day 2 |  |
|-------|--|
| 9:00  | Branding: 50min  |
| 9:50  | Prototyping: 30min                                       |
| 10:20 | Break  |
| 10:50 | Business Basics: 60min<br>(Business structure/budgeting) |
| 11:50 | Plan of Action: 30min                                    |
| 12:20 | Lunch: 90min   |
| 13:50 | Presentation prep: 60min                                 |
| 14:50 | Presentation: 60min                                      |
| 15:50 | Oppurtunities After Grad.: 10min                         |

## Action 1.3: Communication

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Effective communication is key to any new entrepreneur's success. Being able to clearly identify and communicate your idea is essential when talking to potential investors and clients. Proper communication helps entrepreneurs make remarkable first impressions while presenting their product or service. Sharing ideas with your peers is the first step to improving your communicative skills.

**Time: 45 minutes**

**Materials:**

*Projector*

*Communication PowerPoint*

Round Tables

*Preparation: Load Communication PowerPoint on projector.*

**1. Lecture on clear communication**

Show: *Communication PowerPoint*

**2. Peer Review**

Form groups of two or three teams to discuss their initial idea.

Coaches assist in providing feedback during group discussions

## Action 1.4: Risk Management

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All businesses need to take risks, but managing these risks and approaching them in an intelligent manner can make the difference between success and failure. Learning to identify the risks that should be taken and those that can be safely ignored is a valuable skill to growing a business effectively.

**Time: 50 minutes**

**Materials:**

Projector

*Risk Management PowerPoint*

Paper/Pencils

*Action 1.4 Guided Questions Worksheet*

*Preparation: Hand out "Action 1.4: Guided Questions" worksheet (one per student). Load Risk Management PowerPoint on projector.*

**1. Lecture on Risk Management**

Show: *Risk Management PowerPoint*

**2. Use Action 1.4: Guided Questions worksheet to understand intelligent risk taking**

Answer questions individually

**3. Meet as group**

Go over answers together



## Action 1.4: Guided Questions Worksheet

---

***Answer these guided questions individually.***

### **Scenario 1:**

You're the CEO of a very successful 3D printing company with 50 printers. The current printing process takes an average of 10 hours. The company's Research and Development team has approached you with a new type of machine that has the potential to cut production time in half, but is 50% more expensive to implement and maintain. Do you install the new machinery?

Potential Risks:

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How could you minimize the risks?

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Would you take the risk? Why or why not?

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**Scenario 2:**

You're in charge of a programming team at a large technology company. Your team offers to implement a new feature in one of the programs your company offers, but doing so may make the program unstable, especially on older computers. Do you add this new feature, or no?

Potential Risks:

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How could you minimize the risks?

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Would you take the risk? Why or why not?

---

---

**Now think about your project, what is a scenario you might face that could be considered risky?**

Scenario:

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Potential Risks:

---

---

How could you minimize the risks?

---

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Would you take the risk? Why or why not?

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# Agenda for Business Camps

## Day 1:

**Introduction (10 minutes):** Welcome the students to the program and give them a brief introduction to the camps and what will happen.

### 1.1 Evaluation (Total = 45 minutes):

**Show video (3 minutes):** How to start a movement - Ted Talk Video

**Group Discussion (10 minutes):** Lead a group discussion on self-evaluation and team evaluation, focus on identifying the strengths of team members and how they can fulfill the needs of the team. Answer students' questions if they have any.

**Show video (2 minutes):** Robert Steven Kaplan: Assessing Your Strengths as a transition into the activities.

**Self-Evaluation Exercise (10 minutes):** Instruct students to work on their self-evaluation worksheet for 10 minutes.

**Team Evaluation Exercise (10 minutes):** Instruct teams to work on their evaluation worksheet for 10 minutes.

**Discussion (10 minutes):** Lead the students in a discussion of what they learned from completing their self and team evaluations. Where do they fit in a team? What are their team's strengths and weaknesses?

### 1.2 Setting Goals (Total = 30 minutes):

**Give presentation (10 minutes):** Lecture on setting goals, focus on identifying the goals of the team and then analyzing them from an objective perspective to see if they are realistic. Answer students' questions if they have any.

**Group exercise (20 minutes):** Have students work in groups to identify their team goals. They should complete the setting goals worksheet. Additionally, students can use large paper to brainstorm ideas and how they are connected. During this time, coaches should circulate in the room and provide input to the teams on their goals.

### **1.3 Communication (Total = 45 minutes):**

**Give presentation (10 minutes):** Lecture on the key elements of good communication, focus on how to present yourself: appearance, how you act in a professional setting, and how to convey your ideas clearly. Answer students' questions if they have any.

**Individual Team Exercise (10 minutes):** Have each team discuss in their groups good communication and what they feel is important.

**Peer Review Exercise (25 minutes):** Form groups of two teams and have them present their initial idea to the other team with a focus on good communication skills. Have teams give feedback to each other. Have teams rotate if there is time permitting to meet with another team.

### **1.4 Risk Management (Total = 50 minutes):**

**Give presentation (10 minutes):** Lecture on risks in the business world and how to manage them. The focus should be placed on first identifying potential risks, then on risk mitigation strategies and finally on identifying if risks are worth taking. Answer students' questions if they have any.

**Individual Exercise (15 minutes):** Have students complete the Action 1.4 Guided Questions Worksheet individually.

**Team Exercise (25 minutes):** Have teams get together and discuss their responses to the worksheet and brainstorm as a group how this could apply to them and their business venture.

### **1.5 Market Research (Total = 60 minutes):**

**Give presentation (30 minutes):** Present Market Research Presentation, it includes some discussion amongst students so be sure to give them ample time to discuss.

**Group exercise (30 minutes):** Groups should work on the guided question worksheets and competitive analysis worksheet as a team.

### **1.6 Building a Pitch (Total = 60 minutes):**

**Give Presentation (15 minutes):** Lecture on how to build a pitch and share infographics on building a pitch.

**Group Activity (30 minutes):** Have groups work on the worksheets in this section and begin to develop their pitch. They should work in their group to develop their pitch and begin practicing it with each other.

**Group Activity (15 minutes):** Students should now practice giving their pitch to students from other groups and provide each other with feedback on how to improve their pitch. They should focus on how well groups apply the ideas given in the lecture and from the team work.

## Day 2:

### 2.1 Branding (Total = 50 minutes):

**Give Presentation (10 minutes):** Lecture on the elements of what makes a good logo and what it means for students to build a brand for their product.

**Logo Game (15 minutes):** Have the students play the logo game, the goal of this is to get the students thinking more about what is in a good logo.

**Team Activity (25 minutes):** Each team should work to develop the concept of a brand for their company and start to think about what elements they would like in a logo. The teams should end this part by working on designing a logo for them to use for their project.

### 2.2 Prototyping (Total = 30 minutes):

**Give Presentation (20 minutes):** Lecture on how to make a prototype and why it is important, during the presentation show the first two videos then discuss why the second was more successful than the first. Finally show the Passion Planner video as another example.

**Group discussion (10 minutes):** Teams should individually brainstorm their prototype, focusing on the questions laid out in the module.

### 2.3 Business Basics (Total = 60 minutes):

**Give Presentation (15 minutes):** Lecture on the basics of running a business. Cover basic business structures and financing a business. Finish by going over the Start-Up Expenses worksheet and discuss it with examples.

**Group Work (15 minutes):** Teams should work to develop a price model, focusing on the guided questions in the module. Then teams should itemize the costs they have brainstormed. Teams should use the guided questions worksheet.

**Group Work (30 minutes):** Teams should work on determining a pricing model for their product. They should use both the Start-up Expenses worksheet and the Pricing Economics worksheet.

### 2.4 Develop a Plan of Action (Total = 30 minutes):

**Group Work (30 minutes):** During this time students should work in their group to pull together all of what they have learned to create a plan of action. They should use the Grand Plan and Action Steps worksheets to help them to develop a plan that has set goals with completion dates and a plan for how they will achieve these goals.

## **2.5 Presentation Preparations (Total = 60 minutes):**

**Group Work (60 minutes):** During this time students should work in their groups to apply what they have learned in the camps to make a short presentation about their product. The students should give the presentation as if they are presenting to a set of potential investors from whom they are trying to get funding for their company. The mentors will be circulating among this time to assist group if they have questions.

## **Opportunities after Graduation (Total = 10 minutes):**

**Give Presentation (10 minutes):** Short presentation on opportunities for the students in the United States, focus on companies and universities in students' fields of study.

## Appendix P: Pictures from Camps



*Group photo of students at Arben Broci (Partners Albania for Change and Development 2015)*



*Working with students to help develop their ideas (Partners Albania for Change and Development 2015)*



*Helping students develop their business plans*





*Working with translator to help students (Partners Albania for Change and Development 2015)*



*Partners Albania staff reviewing written student proposals*

## Appendix Q: Complete Shkolla Gjergj Canco Survey Result

### Pre-Camp Surveys

| Unique Student Number | Entrepreneurial Knowledge | Confidence in building an idea into product | Starting a business after graduation? | Confidence in ability to start a business | Likelihood to take risks in starting business | Comfortable in presenting ideas to others | Comfortable with teamwork |
|-----------------------|---------------------------|---|---------------------------------------|---|---|---|---------------------------|
| Student 1             | 6                         | 8   | 9                                     | 9   | 10  | 7   | 7                         |
| Student 2             | 5                         | 9   | 9                                     | 10  | 9   | 9   | 10                        |
| Student 3             | 3                         | 7   | 10                                    | 8   | 2   | 5   | 10                        |
| Student 4             | 4                         | 1   | 6                                     | 0   | 3   | 1   | 2                         |
| Student 5             | 1                         | 3   | 2                                     | 4   | 3   | 2   | 1                         |
| Student 6             | 6                         | 7   | 4                                     | 6   | 4   | 5   | 10                        |
| Student 7             | 5                         | 10  | 5                                     | 7   | 3   | 8   | 8                         |
| Student 8             | 4                         | 6   | 3                                     | 7   | 2   | 8   | 7                         |
| Student 9             | 7                         | 8   | 9                                     | 9   | 8   | 9   | 10                        |
| Student 10            | 0                         | 1   | 2                                     | 1   | 1   | 1   | 3                         |
| Student 11            | 1                         | 6   | 8                                     | 8   | 7   | 6   | 8                         |
| Student 12            | 6                         | 6   | 7                                     | 8   | 9   | 9   | 7                         |
| Student 13            | 7                         | 4   | 6                                     | 6   | 8   | 7   | 8                         |
| Student 14            | 10                        | 8   | 6                                     | 7   | 5   | 8   | 10                        |
| Student 15            | 6                         | 5   | 9                                     | 8   | 8   | 2   | 4                         |
| Student 16            | 5                         | 4   | 6                                     | 4   | 5   | 3   | 7                         |
| Student 17            | 6                         | 3   |                                       | 7   | 8   | 10  | 10                        |
| Student 18            | 5                         | 3   | 10                                    | 10  | 7   | 5   | 10                        |
| Student 19            | 8                         | 8   | 7                                     | 9   | 8   | 1   | 5                         |
| Student 20            | 4                         | 7   | 6                                     | 10  | 5   | 3   | 4                         |
| Student 21            | 4                         | 3   | 2                                     | 10  | 10  | 4   | 3                         |
| Student 22            | 8                         | 7   | 6                                     | 5   | 5   | 8   | 8                         |
| Student 23            | 7.5                       | 7.5   | 8                                     | 8   | 5.5   | 7   | 8.5                       |
| Student 24            | 1                         | 7   | 7                                     | 8   | 7   | 7   | 7                         |
| Student 25            | 5                         | 9   | 9                                     | 8   | 10  | 7   | 10                        |
| Student 26            | 10                        | 9   | 8                                     | 10  | 7   | 9   | 10                        |
| Student 27            | 9                         | 10  | 8                                     | 10  | 8   | 8   | 10                        |
| Student 28            | 5                         | 7   | 6                                     | 5   | 7   | 8   | 10                        |

## Post-Camp Surveys

| Unique Student Number | Entrepreneurial Knowledge | Confidence in building an idea into product | Starting a business after graduation? | Confidence in ability to start a business | Likelihood to take risks in starting business | Comfortable in presenting ideas to others | Comfortable with teamwork |
|-----------------------|---------------------------|---|---------------------------------------|---|---|---|---------------------------|
| Student 2             | 9                         | 10  | 10                                    | 10  | 9   | 10  | 10                        |
| Student 7             | 8                         | 9   | 5                                     | 8   | 5   | 9   | 10                        |
| Student 8             | 8                         | 9   | 5                                     | 8   | 5   | 9   | 10                        |
| Student 16            | 5                         | 6   | 7                                     | 8   | 10  | 9   | 10                        |
| Student 23            | 7                         | 8   | 9                                     | 8   | 7   | 10  | 9                         |
| Student 25            | 10                        | 10  | 10                                    | 10  | 9   | 9   | 10                        |
| Student 27            | 10                        | 10  | 9                                     | 10  | 10  | 8   | 9                         |
| Student 29            | 10                        | 8   | 5                                     | 7   | 9   | 10  | 10                        |
| Student 30            | 7                         | 8   | 10                                    | 10  | 10  | 8   | 9                         |
| Student 31            | 6                         | 9   | 8                                     | 9   | 8   | 8   | 10                        |
| Student 32            | 9                         | 9   | 8                                     | 8   | 8   | 10  | 10                        |

## Appendix R: Complete Shkolla Arben Broci Survey Results

### Pre-Camp Surveys

| Unique Student Number | Entrepreneurial Knowledge | Confidence in building an idea into product | Starting a business after graduation? | Confidence in ability to start a business | Likelihood to take risks in starting business | Comfortable in presenting ideas to others | Comfortable with teamwork |
|-----------------------|---------------------------|---|---------------------------------------|---|---|---|---------------------------|
| Student 1             | 6                         | 9   | 1                                     | 8   | 1   | 1   | 9                         |
| Student 2             | 6                         | 7   | 10                                    | 9   | 7   | 6   | 5                         |
| Student 3             | 3                         | 8   | 6                                     | 9   | 4   | 5   | 10                        |
| Student 4             | 3                         | 8   | 6                                     | 9   | 4   | 5   | 10                        |
| Student 5             | 6                         | 8   | 7                                     | 3   | 5   | 8   | 5                         |
| Student 6             | 5                         | 8   | 8                                     | 9   | 8   | 7   | 9                         |
| Student 7             | 6                         | 7   | 9                                     | 8   | 4   | 7   | 8                         |
| Student 8             | 7                         | 8   | 9                                     | 6   | 8   | 7   | 8                         |
| Student 9             | 5                         | 4   | 1                                     | 6   | 5   | 7   | 9                         |
| Student 10            | 7                         | 9   | 8                                     | 7   | 5   | 9   | 6                         |
| Student 11            | 5                         | 7   | 7                                     | 8   | 8   | 7   | 7                         |
| Student 12            | 7                         | 8   | 5                                     | 8   | 5   | 5   | 10                        |
| Student 13            | 5                         | 8   | 8                                     | 6   | 8   | 9   | 10                        |
| Student 14            | 5                         | 5   | 9                                     | 7   | 8   | 10  |                           |
| Student 15            | 6                         | 6   | 6                                     | 7   | 8   | 7   | 7                         |
| Student 16            | 7                         | 8   | 5                                     | 8   | 9   | 8   | 9                         |
| Student 17            | 7                         | 8   | 5                                     | 7   | 8   | 8   | 9                         |
| Student 18            | 3                         | 8   | 6                                     | 9   | 8   | 3   | 10                        |
| Student 19            | 7                         | 9   | 10                                    | 10  | 10  | 7   | 10                        |
| Student 20            | 5                         | 7   | 5                                     | 7   | 9   | 6   | 9                         |
| Student 21            | 7                         | 5   | 9                                     | 3   | 1   | 9   | 10                        |
| Student 22            | 7                         | 10  | 8                                     | 9   | 4   | 2   | 9                         |
| Student 23            | 7                         | 9   | 5                                     | 9   | 4   | 1   | 10                        |
| Student 24            | 10                        | 8   | 7                                     | 7   | 10  | 8   | 9                         |
| Student 25            | 1                         | 3   | 5                                     | 9   | 2   | 0   | 1                         |
| Student 26            | 1                         | 3   | 5                                     | 9   | 2   | 0   | 1                         |
| Student 27            | 5                         | 5   | 7                                     | 8   | 8   | 9   | 10                        |
| Student 28            | 6                         | 2   | 1                                     | 4   | 5   | 8   | 7                         |
| Student 29            | 4                         | 2   | 5                                     | 6   |   | 7   | 8                         |
| Student 30            | 6                         | 6   | 7                                     | 8   | 9   | 4   | 7                         |
| Student 31            | 5                         | 7   | 8                                     | 7   | 9   | 6   | 10                        |
| Student 32            | 5                         | 7   | 6                                     | 9   | 5   | 8   | 6                         |
| Student 33            | 7                         | 7   | 9                                     | 9   | 5   | 6   | 7                         |

|            |    |    |    |    |    |   |    |
|------------|----|----|----|----|----|---|----|
| Student 34 | 8  | 10 | 5  | 10 | 5  | 7 | 10 |
| Student 35 | 8  | 1  | 1  | 3  | 3  | 5 | 7  |
| Student 36 | 7  | 8  | 5  | 8  | 5  | 7 | 10 |
| Student 37 | 9  | 8  | 8  | 9  | 10 | 8 | 7  |
| Student 38 | 5  | 8  | 3  | 9  | 8  | 7 | 10 |
| Student 39 | 5  | 7  | 8  | 8  | 5  | 7 | 2  |
| Student 40 | 10 | 6  | 8  | 9  | 10 | 7 | 9  |
| Student 41 | 5  | 7  | 10 | 8  | 10 | 6 | 9  |
| Student 42 | 6  | 6  | 8  | 7  | 10 | 2 | 9  |
| Student 43 | 8  | 8  | 9  | 9  | 8  | 8 | 9  |
| Student 44 | 8  | 8  | 7  | 6  | 6  | 8 | 9  |
| Student 45 | 8  | 9  | 3  | 7  | 5  | 5 | 10 |
| Student 46 | 5  | 4  | 1  | 5  | 4  | 4 | 8  |
| Student 47 | 6  | 6  | 8  | 8  | 7  | 6 | 9  |
| Student 48 | 4  | 9  | 2  | 9  | 8  | 9 | 10 |
| Student 49 | 6  | 5  | 1  | 6  | 6  | 7 | 9  |
| Student 50 | 5  | 7  | 6  | 5  | 5  | 6 | 8  |

Post-Camp Surveys

| Unique Student Number | Entrepreneurial Knowledge | Confidence in building an idea into product | Starting a business after graduation? | Confidence in ability to start a business | Likelihood to take risks in starting business | Comfortable in presenting ideas to others | Comfortable with teamwork |
|-----------------------|---------------------------|---|---------------------------------------|---|---|---|---------------------------|
| Student 1             | 8                         | 10  | 8                                     | 8   | 10  | 7   | 9                         |
| Student 3             | 9                         | 10  | 9                                     | 10  | 8   | 10  | 10                        |
| Student 7             | 8                         | 7   | 8                                     | 8   | 7   | 8   | 9                         |
| Student 8             | 9                         | 8   | 7                                     | 8   | 8   | 6   | 8                         |
| Student 9             | 7                         | 10  | 9                                     | 7   | 8   | 10  | 6                         |
| Student 12            | 10                        | 10  | 9                                     | 10  | 8   | 8   | 10                        |
| Student 13            | 10                        | 9   | 8                                     | 9   | 10  | 10  | 10                        |
| Student 14            | 10                        | 8   | 9                                     | 10  | 8   | 10  | 9                         |
| Student 18            | 8                         | 7   | 9                                     | 4   | 2   | 6   | 10                        |
| Student 22            | 9                         | 9   | 7                                     | 10  | 8   | 7   | 10                        |
| Student 24            | 9                         | 8   | 7                                     | 9   | 8   | 9   | 10                        |
| Student 25            | 8                         | 9   | 9                                     | 10  | 10  | 10  | 10                        |
| Student 26            | 10                        | 8   | 8                                     | 7   | 6   | 5   | 4                         |
| Student 27            | 5                         | 10  | 9                                     | 10  | 10  | 6   | 7                         |
| Student 32            | 6                         | 8   | 6                                     | 9   | 7   | 8   | 9                         |
| Student 33            | 9                         | 8   | 10                                    | 10  | 8   | 8   | 9                         |
| Student 34            | 10                        | 8   | 7                                     | 10  | 9   | 10  | 10                        |
| Student 37            | 9                         | 10  | 9                                     | 10  | 10  | 6   | 7                         |
| Student 38            | 8                         | 7   | 8                                     | 10  | 9   | 10  | 10                        |
| Student 39            | 7                         | 8   | 8                                     | 9   | 9   | 8   | 10                        |
| Student 40            | 10                        | 8   | 7                                     | 8   | 5   | 9   | 10                        |
| Student 42            | 9                         | 8   | 9                                     | 8   | 7   | 8   | 10                        |
| Student 43            | 9                         | 7   | 9                                     | 9   | 9   | 8   | 10                        |
| Student 44            | 9                         | 9   | 8                                     | 8   | 8   | 10  | 10                        |
| Student 46            | 8                         | 7   | 5                                     | 7   | 7   | 10  | 9                         |
| Student 47            | 8                         | 7   | 8                                     | 7   | 8   | 7   | 10                        |
| Student 50            | 7                         | 6   | 8                                     | 7   | 6   | 6   | 6                         |
| Student 51            | 8                         | 8   | 8                                     | 9   | 10  | 7   | 10                        |
| Student 52            | 9                         | 2   | 4                                     | 7   | 8   | 7   | 10                        |
| Student 53            | 10                        | 7   | 6                                     | 5   | 10  | 5   | 7                         |
| Student 54            | 9                         | 10  | 8                                     | 9   | 9   | 9   | 8                         |
| Student 55            | 9                         | 10  | 9                                     | 10  | 9   | 10  | 10                        |

## Appendix S: Sponsor Description

In 1989, Raymond Shonholtz established the Partners for Democratic Change in an effort to “advance civil society and a culture of change and conflict management worldwide.” (Partners Global) The organization flourished in post-communist Europe, spreading to six countries within the first five years. By 2006, the nineteen member countries incorporated Partners for Democratic Change International, an International Association, into the organization. Partners Albania, a member of Partners for Democratic Change International, was established in 2001 “with a mission to build a culture of change and conflict management in Albania.” (Partners Global). Acting as an independent NPO, Partners Albania has become a national leader for rebuilding the country in the aftermath of the fall of communism.

Across Partners’ 26 years of existence, they have pursued efforts to bring representation to mediation in the law system of the country they’re working in. Their overall mission not only includes making reforms like this, but ensuring that people's rights are observed, conflicts are resolved without hostility or violence, resources are saved for future generations, and people can form their decisions that affect them (Partners Global). In the real world, Partners has applied (and continues to apply) these goals to making great efforts to encourage new ways of making choices, building a group understanding, and increasing its influence to expand these goals to reach more people. Partners is now respected around the world, leading in topics from bringing anti-corruption reform, building networks of people, mediating between families, reforming of government- both local and on a larger scale, building accountability in government, and modeling modern methodologies and professionalism (Partners Global) In the time since Partners Albania was founded, they have followed this principle of developing Albania directly through Partners’ overall methods (Partners Albania).

Partners Albania participates in and runs a variety of different programs in Albania, many of which target helping youths and women. These programs have a variety of different focuses, including improving local governments, promoting economic growth, and working towards gender equality. Some of the more successful programs run by Partners Albania include running training programs to promote gender equality in governments, working with the Albanian government to form the “National Youth Strategy and Drafting National Action Plan for Youth 2006-2011,” and organizing a conference to determine the viability and best practices for social enterprises in Albania, as well as a variety of others (Partners Albania). One example of a successful project run by Partners Albania was their “Increasing employment opportunities for young people through training and orientation in the labor market” program. This program involved workshops to help students find jobs, as well as including a job fair to help connect

youths with potential employers. The career fair had over 300 youths attend, and helped many of them get jobs. This is especially important due to the staggeringly high unemployment rate among Albanian youth (Partners Albania). These programs have had a positive impact on various groups around Albania by promoting social equality and helping guide smaller businesses to become more profitable. Through Partners Albania's various programs, they have made a positive and noticeable impact on the people of Albania.

Partners Albania has a rich history of generating lasting change in Albania. The efforts of Partners Albania have brought about numerous policy changes in that nation, fostering economic and social development. The organization is committed to improving the lives of Albanians, particularly through the creation of economic mobility for young people who have been plagued by high unemployment and a lack of opportunity.