



Working Package 1

Mapping 3M activities in partner universities

Deliverable 1.2

Mapping 3M activities and needs in Agricultural University of Tirana

Final report

February 2013

**U3M-AL PROJECT - DEVELOPING THIRD MISSION ACTIVITIES IN
ALBANIAN UNIVERSITIES**

Project No: 530243-TEMPUS-1-2012-1-ES-TEMPUS-SMHES

This project has been funded with support from the European Commission.

This publication reflects only the views of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

This report has been prepared with the participation of:

Bizena Bijo

Agricultural University of Tirana

Leonidha Peri

Agricultural University of Tirana

Rezart Postoli

Agricultural University of Tirana

Ina Pagria

Agricultural University of Tirana

Ferdi Braushi

Agricultural University of Tirana

Ariola Lika

Agricultural University of Tirana

1 INTRODUCTION

1.1 Short profile university (type of university, size, special features)

The Agricultural University of Tirana, referred to as AUT, is a unique centre of its own kind in providing under-graduate and graduate education as well as scientific research, training and extension services in the fields of agriculture and food. It came into being on November 1st, 1951 initially designated as the Higher Institute of Agriculture (HIA), which at a later point in its own history was conferred the status of university and named into Agricultural University of Tirana (AUT).

As of today AUT has converted itself into one of the most significant and unique centres of higher agricultural education, research as well as training in the field of agriculture. The number of students enrolled at AUT with reference to the academic year 2010-2011 jumped to a peak of some 11067 students. As far as its organizational structure is concerned, AUT is made up of the following 5 Faculties and a subsidiary: Faculty of Economy and Agri-Business; Faculty of Agriculture and Environment; Faculty of Bio-Technology and Food; Faculty of Forestry Sciences; Faculty of Veterinary Medicine and the Lushnja-based Subsidiary

1.2 Changes in the role of universities in the context of regional economy and change of the U3M role

The last 10 years, the university passed from emergency to the academic, conceptual and institutional reformation stage. In 2001, AUT voluntarily and experimentally embarked on academic restructuring known as “Bologna process”. Gradually, it got involved into structural reformation process, thereby becoming an agricultural university very similar to its European homologues. Special attention is attributed to the scientific research even though this component is far from our goals. By implementing the new European study system, AUT is becoming an integral part of European university movement and the students are benefiting a more qualitative professional formation.

Fifty percent of Albanian population lives on rural zones. Agriculture remains the main alternative for them. Since 1990s, the changes in agriculture and livestock have followed a positive trend. 98% of land and 100% of livestock is private. The contribution of agriculture on national GDP is 19% and of livestock 49% of the Agricultural GDP. Generally, livestock production is seen as a backbone of Albania's agriculture. 87% of farms in Albania are with livestock, which constitutes a main source of food.

The university is facing an increased demand for U3M activities, specially continuing training. AUT besides education activity promote other activities related to the U3M to increase its role in agriculture and economy. Developing

new techniques and technologies on plant and animal production, the environmental protection strategies and transferring these knowledge to end user are objectives of the university.

2 INSTITUTIONAL PERSPECTIVE TO U3M

2.1 What are the main types of U3M activities developed in this university (technology transfer & innovation, continuing education and social engagement?)

Continuing education is the main U3M activity developed and provided by the academic staff of the University. The university staff is involved also in contract research and consultancy activities in the agricultural and food sector at individually basis or as members of organizations (mostly NGOs) carrying out such activities for public or other organizations. At the Faculty of Economy and Agribusiness has evolved the oorganization establishment and operation of Institute of Economic Studies and Knowledge Transfer (see scheme 1).

2.2 How have the number and intensity of the different types of U3M activities evolved at the institutional level? (e.g. which types of U3M activities have increased more? Which are the most important ones for the university?)

At the Fac. of Forestry continuing education in form of training programs for different stakeholder in forestry and wood industry sector and contract research/consultancies are the most important U3M activities, but most of them are being developed and provided by the faculty staff at individual basis. There was in the last years no significant increase in the number or intensity of the above mentioned activities.

Forestry Faculty staff was involved in developing several training programs or measures in several fields of forestry (silviculture, forest management, forest policy and economics, marketing, forest inventory) for Albanian Forest Service, forest communities (forest user associations, local government units), staff of forestry high school. All these activities has been financially supported by international donors as World Bank, GiZ, SNV, SIDA, etc.

The Faculty of Biotechnology and Food is increasing knowledge transfer by applying the latest food analysis methodology, implementing quality programmers in food and wine, dairy and oil industries. This will help to increase food control and consumer protection in Albania.

The technology transfer activity is increasing in the Faculty of Agriculture and Environment as the need for the new technology on plant and animal production as well on environmental protection. The application of the new

technologies will increase agricultural production and will be more suitable with the environment.

According to the agreement between SNV and Faculty of Veterinary Medicine is implemented a new methodology to improve hormonal treatment of ewes in order to increase the number of lambs /kids (about 3 calving within of two years).

In the last two years university has been engaged in activities related to social engagement through employing staff, who is working with the students of the university in order to increase their participation in several sport activities at university, regional or national level.

2.3 University policy and strategy towards U3M activities

2.3.1 Are there any institutional policies to foster U3M activities? Who is in charge of developing them? Which are the main types of U3M activities encouraged? To what extent are U3M policies contextualized in institutional strategies?

There are little institutional policies supporting U3M activities and there is no specific personnel in charge of developing them. At the Faculty of Economy and Agribusinesses is consolidated IESKT which is considered as a strategic solution.

At the rest part of the university is an imperative need to include in the institutional strategies specific policies related to U3M activities

2.3.2 Are there policies to encourage U3M activities via human resources management incentives?

There are no written policy documents encouraging U3M activities in the university, but university is supporting its staff to develop and provide such activities recognising their role and allowing them to dedicate part of their working time at the faculty developing or providing U3M activities.

2.3.3 To what extent the U3M activities described above are a consequence of institutional policies? Describe the main problems and needs at institutional level to promote U3M considering the three types of activities

2.3.3.1 Technology transfer & innovation

2.3.3.1.1 Main problems

The main problem is the lack of R&D infrastructure (laboratories and related infrastructure). Without a strong and functional R&D infrastructure there is no chance for the university to get strongly involved in technology transfer & innovation activities.

2.3.3.1.2 Needs

- University investments in R&D infrastructure, scientific libraries and access to international scientific publications.
- The new concept and reconsideration of this issue.
- Relationships and sustainable collaboration with the Ministry of Agriculture etc.
- Financial support.
- Consideration of the fact that the university has not only academic skills, but also scientific, research and divulgence skills.

2.3.3.2 Continuing education

2.3.3.2.1 Main problems

- The managerial and R&D personnel have not sufficient level of authority and resources needed to carry out their duties;
- The centralization of funding.

2.3.3.2.2 Needs

Establishing the necessary institutional framework (legal and administrative) to develop and provide continuing education activities at the institutional level

Substantial funding are needed since they are few to even maintain the present skeleton-curriculum

2.3.3.3 Social engagement

2.3.3.3.1 Main problems

Students and academic staff has a very low perception of the role of the university as a center of social engagement. Lack of policies and staff fostering the development of cultural and sport activities

2.3.3.3.2 Needs

University investments in infrastructure for cultural and sport activities, which are practically non existent at the university.

2.3.4 To what extent the U3M activities described above are a consequence of local or regional policies? Describe the main problems, legal limitations and needs at local or regional level to promote U3M considering the three types of activities

2.3.4.1 Technology transfer & innovation

2.3.4.1.1 Main problems

The technology transfer and innovation is consequence of the local or regional policies because this transferring occurs as demand of the end user by application of the local or regional policy.

2.3.4.1.2 Legal limitations

The end users should be obliged to use the best practises and technologies as best agricultural and food practices or friendly environmental practices, etc.

2.3.4.1.3 Needs

A complete legal framework for the technology transfer and innovation.

2.3.4.2 Continuing education

2.3.4.2.1 Main problems

In some extent the continuing education is consequence of local or regional policy because the education can be requested from the local or regional institutions.

2.3.4.2.2 Legal limitations

There are not legal limitations on this issue.

2.3.4.2.3 Needs

More collaboration between faculties/universities and local or regional institutions.

2.3.4.3 Social engagement

2.3.4.3.1 Main problems

The university should promote this activity with collaboration with local or regional institutions.

2.3.4.3.2 Legal limitations

There are not legal limitations on this issue.

2.3.4.3.3 Needs

Representative from local or regional institution at managing board of the university and visa versa.

2.3.5 To what extent the U3M activities described above are a consequence of national policies? Describe the main problems, legal limitations and needs at national level to promote U3M considering the three types of activities

2.3.5.1 Technology transfer & innovation

2.3.5.1.1 Main problems

The technology transfer and innovation activity is directly related to the national policy for promoting this activity on university. The national education policy should determine the U3M activities as part of obligation of the universities, as well indicator for university evaluation or ranking.

2.3.5.1.2 Legal limitations

There are no clear determination at national policy in the context of technology transfer and innovation.

2.3.5.1.3 Needs

Government and private Investments in R&D infrastructure to make possible university to be involved in technology transfer & innovation activities. Introduction of technology transfer and innovation as part of university evaluation and ranking.

2.3.5.2 Continuing education

2.3.5.2.1 Main problems

The national policy should encourage more the continuing education and the continuing education to be part of performance evaluation of the workers at all public and private institutions.

2.3.5.2.2 Legal limitations

Stronger legal recognition of such activities for career development.

2.3.5.2.3 Needs

Increase the financial support, specially public one for continuing education activities.

The capacity building and facilities support to carry out this activity.

2.3.5.3 Social engagement

2.3.5.3.1 Main problems

Low awareness of the government on social engagement role of the faculty/university.

2.3.5.3.2 Legal limitations

No known legal limitations.

2.3.5.3.3 Needs

Raise the awareness of the public (government included) on the role of the universities as social engagement center. Government investments in University infrastructure for culture and sport activities.

3 ANNEX

Scheme 1: Faculty of Economy and Agribusiness

