



Annual Report

Academic year 2013- 2014

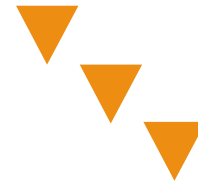


Annual Report

2013-2014



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Foreword



Martin MATA

Junior Achievement of Albania
Board of Directors Chairman

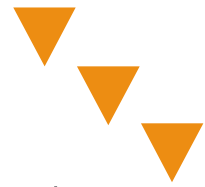
As Albania continues to develop its free market economy, the challenges of world globalization and the spirals of economic cycles are more pressing than ever. The country's two big advantages – young age and cheap labor need to be used through a fast training and learning process to make up for the two other significant disadvantages – market size and low scale of competitiveness. Preparing the young generation with knowledge and skills about the market needs and its future developing trends remains a top priority for our program. Guiding young students to learn the new concepts of a free market economy, making them understand how markets work, how daily business is conducted, how bosses and employees interact with each other and how each of them needs to constantly upgrade and build up their own curriculum with advanced skills and knowledge, constitute a major contribution that we offer to the young generation. Rather than struggle as job seekers, we strive to educate them to become job creators, generate new ideas and get ready to become the new entrepreneurs of Albania.

The Junior Achievement (JA) program is one of the best and tested instruments to accomplish that. In these past two years of its implementation in most of the Albanian high schools, we have noticed change, optimism and inspiring results. Students have shown will and enthusiasm to catch on and embrace a new way of business analytical thinking and behavior. Through JA we have been able to introduce to young Albanians a brand new paradigm of how to approach daily decisions, how to best face tougher dilemmas and how to grow as independent and self-confident decision makers in charge of their choices and future career paths.

The Albanian – American Development Foundation is instrumental in financing and supporting this program. Its contribution and endorsement, while closely working with the Ministry of Education and other local partners and businesses, provides precious added value and legacy for Junior Achievement. We are committed to continue to support this project and its management team as it expands its reach and influence across Albania.



Welcome



Rezarta GODO

Junior Achievement of Albania
Chief Executive Officer

Entrepreneurial education, as per Junior Achievement (JA) is revolutionizing both the teaching and the learning aspects of education in Albanian high schools. Teachers and young students are challenged in new ways of thinking and processing learning outcomes; they are challenged in transforming ideas into tangible products or concrete services and in undertaking new initiatives that lead to great outcomes and higher service to society. Junior Achievement as a response to market-friendly and result-oriented education aims to equip young people with skills to start a business of their own or to get a job easily.

Indeed, JA-based entrepreneurial learning is changing lives across the board, in Europe, and beyond, while surely impacting young Albanian students' lives. JA is opening up new frontiers for JA students, in considering new careers and in aiming high with professional pursuits. One of the most important messages that JA instills in students is self-realization – uncovering one's potential, finding a fit match in career opportunities and taking one's future into own hands, being responsible for their own success (or failure) in life and career-wise.

JA's rich content in business models and best practices, JA's quality and hands-on learning materials, JA's community-based learning through business mentors, JA's partnership bridging between schools and local private sector & business industry and JA's continued capacity development of teachers – all provide ample opportunities for education providers (schools and teachers) and beneficiaries (students) to grow and develop in successful self-sufficient professionals but also in co-creators of future jobs.

Student-centered active learning, student protagonist, result-driven teaching encouraged through JA, can be crucial to students' new entry into the labor market. However, early preparation of young students is a multi-layer mission that needs an active involvement of the business sector itself, especially that of future employers. It would not make sense delivering entrepreneurial know-how to young students without the presence and engaging role of local entrepreneurs, who can transfer and share in field expertise with young students, especially in successful local business models that work in the Albanian business environment and ecosystem.

Essentially, JA is not merely entrepreneurial learning; it is so much more. It is a philosophy, mindset, and lifestyle. It is a culture of its own, bringing together different generations and different stakeholders, fomenting long-lasting synergies and fostering development of our youth (human capital) and economic prosperity.



Year In Review

Junior Achievement in Albania

reached a network of **95 high schools** around the country, in its 2nd year of implementation (academic year 2013-2014), counting for **7,400 young students**, **116 JA teachers** and **49 business mentors**. Junior Achievement (JA) achievers in grade 11 made up **57%** of the network whereas JA achievers in grade 12 made **43%** of the network.



- JA Schools
- JA Teachers
- JA Business Volunteers
- JA Students
- JA Alumni



JA of Albania is committed to fulfill the JA mission in empowering young Albanians to own success in life and gain economic independence, through practical education and hands-on learning in the entrepreneurial field. JA yields key learning outcomes relevant to the labor market and promotes work readiness, entrepreneurial competences and financial literacy.

The organization's work focuses on seven components, including: ensuring network growth, enriching the learning experience through a resourceful infrastructure (bountiful teaching & learning materials, well adapted texts, teachers' guides, toolkits and supplementary exercises and simulations, etc.), installing modern features in practical learning through mentoring and e-mentoring made available through professional business volunteers, building up public-private partnerships by linking schools with local business communities, promoting competitiveness and young talents through national activities and competitions, fostering business development and local support, and identifying evidence on immediate and long-term impact on young lives thanks to JA learning.



What is JA All About?

The JA philosophy which is heavily geared on student-centered growth and development fosters:

New mindset: critical thinking, creative thinking, initiative-taking

New competences: financial literacy, business planning, teamwork, presentation and sales skills

Capacity development: expanding the learning curve for all involved, including young people and JA teachers, getting each and everyone involved and equipped with new skills

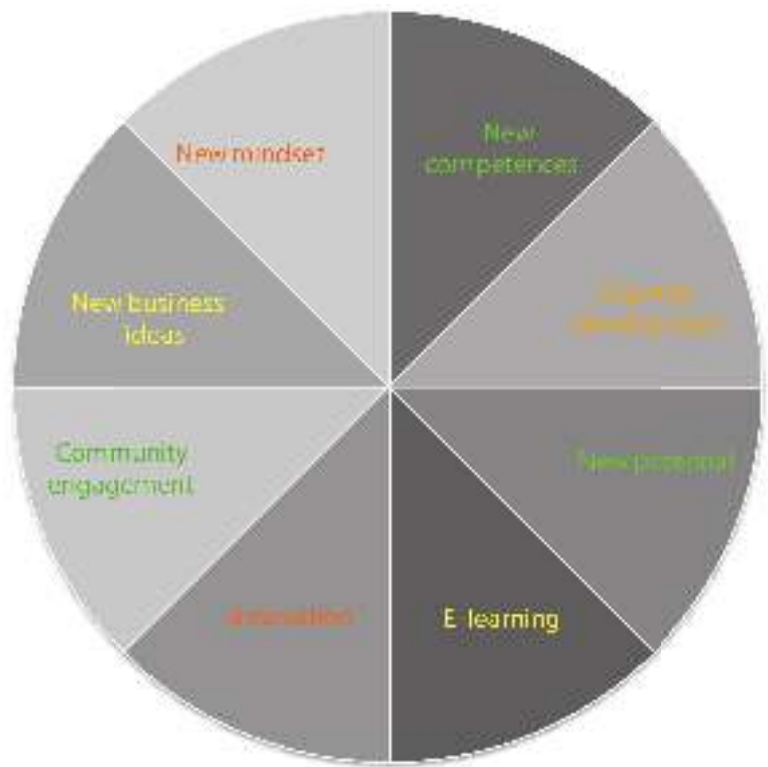
New business ideas: developing ideas, converting ideas into real plans and concrete actions and output, leading new mini-businesses and managing financial assets

Community engagement: business volunteers and mentors from the business industry give back and share with students their lessons learnt

Innovation: applying JA knowledge and technology to address problems, identify solutions, produce cool and unique ideas to create innovative and sustainable social businesses that can potentially boost domestic economy

E-learning: JA-inspired businesses increasingly apply high-tech and digital applications in ensuring business growth and success while overcoming any offsets and challenges

New potential: JA-inspired businesses and JA achievers can potentially contribute with new jobs, new business ventures, higher employment and employability, and new growth for our economy.

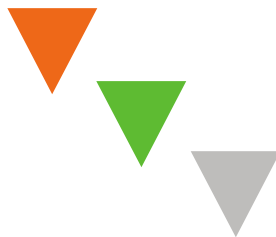


Capacity Building



Each year, JA trains new JA teachers with new teaching techniques and methodologies that stimulate active learning. Teachers are introduced to new content and guidelines per each JA module; training seminars apply simulations, games and group projects in order to provide a layout of how class sessions should be structured. *In 2012-2013, 63 JA teachers were trained; whereas in 2013-2014, 45 new teachers were trained while 62 teachers were retrained.*

Each trained teacher was supplied with useful resources that help them absorb the content and refresh the new knowledge throughout the academic year. In addition, teachers are provided with supplementary tools, including educational program (class syllabus) and toolkits that help teachers to deliver the know-how in a structured manner that makes logical and sequential sense.



Given that teachers are in daily contact with students, they are instrumental to attracting students to new ways of thinking and new entrepreneurial approaches. Passionate teachers who take a serious interest in the best possible education and preparation of young students do indeed inspire, nurture and encourage students to be self-confident, initiative-takers, and problem-solvers.

By means of teaching and learning the JA content, multiple dynamics are set in motion. Teachers get to experience a non-traditional way of teaching, getting closer to the 'entrepreneurial teachers' who challenge young students to think outside the box and learn by doing.

Competent JA teachers, interested, passionate and dedicated teachers, do make a difference in young students' lives.

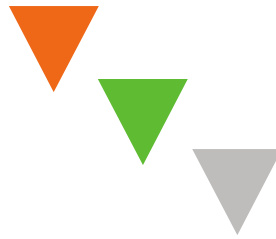


Our Approach



During the 2013-2014 school year, e-mentoring was introduced and piloted in few JA schools, thanks to the support offered by Vodafone and Vodafone staff members who mentored JA achievers online (distance learning). E-mentoring helped students in Korça, Sarande and Berat. Mentoring in class and virtual mentoring constitutes one of the fundamental added values that JA generates in the Albanian education system.

Professionals and experts of the business industry convey to students real fragments and steps of 'doing business'; mentoring substantiates conceptual learning by illustrating real case studies, examples, best practices and even real commercial challenges.



In addition, Junior Achievement extracurricular activities and competitions offer a unique venue to incorporate innovation, information technology (IT) and mobile technology into doing business, smart and social business that aims to improve life quality and foster betterment of society.

Young people are challenged through JA innovation camps to solve socio-economic or business problems, come up with innovative solutions that are commercial and sustainable, and convert such solutions into entrepreneurial ventures. Thanks to this robust exercise, young people address problems, get into solution-finding mode, become more sensitive and aware of problems, challenges and imperfections that exist in the market. They emerge out of this experience firmly confident about facing facts of life and more eager to produce and provide solutions.



Empowering young people who care!



Young people need encouragement and support, someone who believes in them and/or inspires them, in order to gain enough self-confidence to try and test new ideas and apply new skills. Youth development and youth empowerment is a huge undertaking. On the one hand, it means investing in – no less but - the future of a country and ensuring future growth, prosperity and sustainable development. On the other hand it compels a multi-actors approach at multi-levels: systemic intervention in the education system, systematic action with teacher & delivery capacity development, persistent lobby with business partners, etc. This approach demands considerable resources ranging from financial capital, to human & intellectual capital, to facilities, etc.

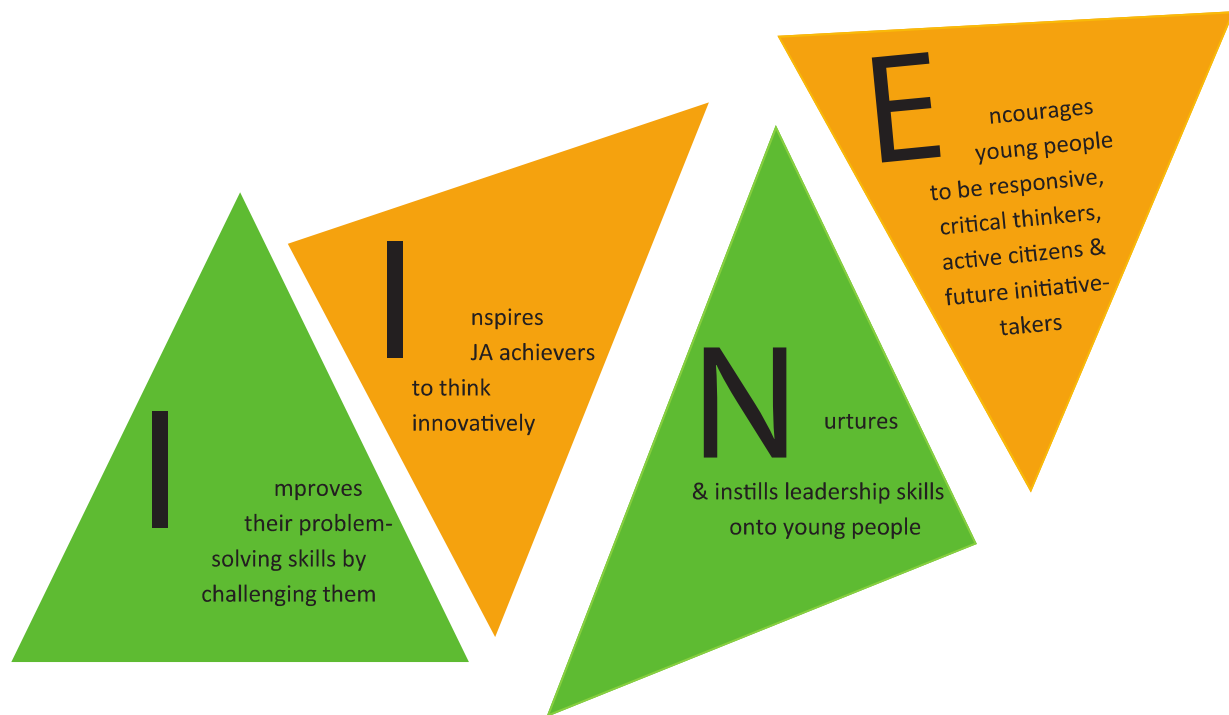
In a nutshell, the JA approach contributes to the modernization of the education system in Albania and generates positive impact in terms of social values (i.e. young responsible achievers and problem-solvers), economic values (i.e. future skilled workers), and global values for sustainable and healthier ecosystems (i.e. JA student companies oriented toward recycling and/or eco-friendly products). Through JA, we notice more and more young people in action, increasingly more young people who care and intend to do their part.

Our Impact

Junior Achievement helps young people in a number of ways:

- △ It inspires JA achievers to think innovatively
- △ It improves their problem-solving skills by challenging them
- △ It encourages young people to be responsive, critical thinkers, active citizens & future initiative-takers
- △ It nurtures & instills leadership skills onto young people

By and large, JA stimulates growth, knowledge-based society, innovative education processes, further prospective economic prosperity, higher number of jobs and higher social welfare.





Ardis Cani
JA Achiever

“Junior Achievement has helped me and my classmates to consolidate our individual capability and teamwork. Through joint efforts, exchange of ideas and joint brainstorming, we manage to generate results. JA helped us uncover more about ourselves and each other. We discovered skills we did not know we actually harbored; in the process we reinforced some skills or learned entirely new set of skills. That’s what makes JA special, it helps you to uncover, manifest and consolidate your own creativity to the benefit of a dynamic and intensive entrepreneurial undertaking”

Isabela Grabocka
JA Alumni



“The JA experience gave another meaning to my future. It helped me make a better choice in selecting my field of study. Student Company program helped me in particular because it provided a unique opportunity to see up close what it takes to establish a business and follow the progress of your business through”



Adelina Xharo
JA teacher

“JA has helped young students to gain a new perspective on self-employment, it has provoked new ideas and has enabled young people to understand the market, while creatively competing for a piece of the market share”

Arjeta Keja
**JA Business Volunteer
& Mentor**



“I observed an enormous desire and energy in students to be entrepreneurs. They get gripped and involved with outmost enthusiasm and devotion in achieving set goals. Absolutely astonished when I had their end-product in my hands. It was all their merit.”



Our Content

In grade 11, JA modules (Business Ethics & Success skills) lead to direct & indirect impact. Students learn in a practical manner how to manage ethical dilemmas at work, deal with them and resolve them accordingly. In addition students get to practice with their professional identity by learning how to best present & market themselves, through cover letters, mock interviews and such. Hence, direct impact is measured in learning outcomes attained by end of the academic year. Indirectly, students get exposed to a modern way of learning, which involves both the student and the teacher, is increasingly student-centered and encourages interactive learning, while bridging education closer to the community.

In grade 12, JA modules (Student Company, Leader for a Day, and Be Entrepreneurial) lead to higher results, both in learning outcomes and in business ideas that can potentially pave the way for a critical mass of JA-inspired businesses. Young students practice first-hand how to come up with a feasible business plan, devise marketing strategies and plan their production and sales graph.



What is very interesting, JA provides win-win gains for all concerned: teachers benefit from the added value and technical field expertise of volunteers, students benefit from practical learning and volunteers gain youth perspective, fresh ideas and live interaction with students and teachers.

Over the long run, as demonstrated in more experienced JA countries, JA students find it relatively easier to find and keep a job than non-JA students, while more and more young students start a business of their own.



Our Content

In particular, the *JA Company Program* helps youth to think outside the box and be creative in terms of business ideas. Thanks to this program, young students produce cool ideas and convert these ideas into concrete end-products or output. They get involved into a wholesome process of identifying their business name, logo and image; they map out a set of business documents, including a Statute, Charter (Act of Foundation), an organigramme with clear division of tasks. In addition, students get to experience the election process of voting the management team, while they get to establish a Board as well. In the process of running a student-owned and student-led mini business, young students learn how to raise seed or start-up capital and sell shares, while they define, refine and develop their product or service, ready to hit the market. Young students learn hands-on how to shape a proper business plan and get into action by producing, selling and managing finances.



Once out in the market, they start grasping their client base, understanding the customers' needs and preferences and learning how to interact with them with great customer service skills. Simultaneously, they learn how to face competition in the market and deal with market imperfections and challenges. Students come out of this experience more grown up, enriched with real, practical experience and empowered with confidence.

There is collected evidence across JA countries worldwide that JA programs do yield immediate results and long-term effects. We have asked our fellow JA students in high school, Alumni, teachers and business volunteers and have received positive feedback on JA. Teachers and business volunteers have noticed that JA helps young Albanians develop key competences and skills such as teamwork, creativity, self-confidence, initiative-taking and exercising a sense of responsibility



Teachers perceive that students engage more proactively and substantially than in other subjects and add that this is primarily owed to the practical-learning and student-centered philosophy of JA modules. Practically, JA encourages students to speak up their mind, weigh up options, develop ideas and convert ideas into concrete actions and output. Moreover, business volunteers confirm that JA triggers student responsiveness and interest in business processes and helps them to be well-versed in financial literacy and truly grasp the meaning of business terminologies. Students themselves admit to benefiting from JA in several ways; JA offers opportunities to young students to refine their problem-solving skills, analytical and research skills, as well as helps them to better connect with the business industry and make better-informed choices for their future career path.



Improving Financial Literacy

In today's world it is rather important for young people to understand finance and economics, because they have to be able to make financial decisions in the future that impact their life choices. Young people must learn beforehand on what it entails to apply for a bank loan for instance and what are the risks involved. Hence, financial literacy and competence is relevant in whatever career or path students choose to pursue. Independent studies show that JA students improve their understanding of financial and economic terminology,

such as inflation, interest rates, purchasing power, supply & demand, etc.; they also exercise better awareness on the importance of sound financial management and begin to grasp what drives shifts in prices in competitive markets.

Businesses, in particular banks, have a stake and social responsibility in teaching young people about financial literacy, financial management and sound financial decisions. It is highly pertinent and beneficial to teach young people early on about earnings, spending and saving, as the young generation will likely be the banks' best customer, or future bank teller (employee), their loan applicant (client) or their big business investor with savings and checking accounts.

Young people are school-goers, but soon will be consumers, employees, employers, taxpayers, borrowers, investors, etc. – they contribute to and fuel the running of a country's economy. Hence, it is very important to teach to them practical skills in sound financial management and more.



“The JA program incorporates a system of learning pillars that allows students to learn step by step on all the aspects of creating a business as well as to manage their finances, helping them to be more resourceful”



Ledia Pelivani
**JA Business Volunteer
& Mentor**



Esmeralda Azis
JA achiever

“Through Junior Achievement we experienced something new; we undertook risks, we embarked on creating a product and managing primary and financial resources. We gained new perspective and practical learning, which will be valuable for our future in every aspect of our life”

“The JA Program provided students with the opportunity to unlock and share their innovative ideas, to make smart financial decisions and to identify and understand the needs and features of the local market through marketing strategies”



Nevila Qurku
JA Teacher



Bridging the Skills Gap



In today's world with considerable challenges and new opportunities made available, there is a rise in new jobs, non-traditional jobs and a revived importance on STEM-oriented careers: Science, Technology, Engineering & Maths. More and more students are encouraged to think of venturing off and launching an entrepreneurial business in the realm of sciences, technology and engineering. New technologies and industries create new jobs which in turn call for new skills, such as e-skills (digital literacy, social media literacy, innovation), entrepreneurial skills, negotiation skills, presentation and decision-making, and so on, gained through cross-curricular approaches and project-based learning.

Junior Achievement helps in introducing or reinforcing relevant skills that are needed in the market.

New Skills for New Jobs – European Commission 2010 [the term 'skills' subsumes knowledge, skill and competence defined in the European Qualification Framework, EQF, where skills means the ability to apply knowledge and use know-how to complete tasks and solve problems; competence means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. EQF has identified 8 key competences: foreign languages, maths, science and technology, digital competence, learning to learn, social and civic competence, sense of initiative and entrepreneurship, and cultural awareness.



Entrepreneurial Potential in Albania

Reliable surveys across European countries with far more experience in JA, suggest that 15-20% of JA alumni across Europe start a business within 5 years. Another interesting fact is that JA students find it easier to get a job, as opposed to non-JA students.

Some of the JA company programs established in 2013 & 2014

School Name	City	Company Name	Product
Petro Nini Luarasi	Tiranë	T.A.F	Art Lessons
Myslym Keta	Tiranë	Hus & Bus	Social Film Production
Kostandin Kristoforidhi	Elbasan	Scampis	Elbasan tradition CD production
Sherif Hoxha	Koplik	Liderat e së ardhmes	Items with recycled materials
Fan Noli (TIK)	Korçë	TIK 13	Terminology Dictionary for high schools
Gjergj Kastrioti	Durrës	Arti - Vizioni Ynë	Pictures
Spiro Gjikhuri	Himarë	Seaside	Souvenir Production
28 Nëntori	Shkodër	Art 28	Artistic Productions
Hasan Tahsini	Sarandë	Fenix	Artistic Productions and Personalized T-shirts
Wilson	Tiranë	Agos Company	Music cushions
Vasil Kamani	Elbasan	Piro Art	Decorations with Pyrography
Gjergj Pekmezi	Pogradec	The A Team	Different Items with recycled materials
Vath Koreshi	Lushnjë	82 ideas of Creativity	Souvenir Production
Gjimnazi Kuçovë	Kuçovë	A team	Clothes reproduction
Themistokli Gërmenji	Korçë	B-Nueva	Pictures
Naim Frashëri	Durrës	Big Bang	Teenager magazine
18 Tetori	Lushnjë	Digi World	Digitalized Books
Myrteza Kepi	Kuçovë	Abra- Kadabra	Production based on recycling
Skënderbeu	Krujë	Dreality	Accessories production
Andon Zako Çajupi	Tiranë	Jamais Vu	Badges & Certificate frames
Wisdom	Tiranë	Wisdom Trend	Decorative productions
28 Nëntori	Burrel	Art Craft	Souvenir

JA Alumni in Albania

JA Alumni Association is an organization established and led by JA alumni in Albania. The association was officially initiated in July 2014, thanks to the effervescent efforts of rather proactive young students, who in fact belong to the first class of JA graduates (graduating from high school in 2013). JA alumni have typically experienced JA in grade 12, and have felt in person the cool feeling of owning a small business. Hence, they have come to love JA and bond with one-another, thanks to the Student Company program and other JA programs. Once graduated, JA alumni are eager to promote and share their experience with other younger people and adults likewise, while bringing to the surface what JA is all about. The Alumni Association aims to be vitally instrumental in raising public awareness on JA and its valuable learning outcomes, among parents, teachers, young students and more. Also, the Association's members will act as Ambassadors on behalf of JA and mentor younger generations as needed. JA alumni, members of the Association, are devoted to pay forward the benefits and the thrill they got out of JA. The Alumni network as of 2014 has reached 250 and counting. . .



Innovation camp

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Jonel Kristo
JA Business Volunter & Mentor - AADF

“I was impressed by the team of young students I mentored during the innovation camp. I didn’t expect this much energy, you can call it ambition and competitive spirit, that just popped up immediately. There were a lot of ideas. JA innovation camp is an additional learning experience, to the knowledge students get from books; it helps validate and substantiate their ideas, converting such ideas into feasible business plans. Also the camp shows young students the way to entrepreneurship, business planning, budgeting and action-taking”

“I am really surprised; I have heard a lot of incredible ideas from these young students, that even I did not know how to channel them. There were ideas that I had never thought of. Innovation Camp, in my opinion, is a very important activity, through which we introduce students with practical action and how to give life to their ideas. Innovation Camp helps young students to realize how feasible their ideas are. I think they get to know better the challenges we face and they get to work toward better business planning in the future”



Erzen Kaja
JA Business Volunteer & Mentor, InfoSoft



Arjana Bubeqi
JA Business Volunteer & Mentor, AULEDA

“It was a special day for me; observing how young students combine daily technology with nature was impressing.... young people that get together although they don’t know each-other at all. These students were really comfortable with one-other. Their common objective and scope (finding an innovative idea) brought them together as friends and partners and helped them to reveal their creative spirit and skills”

Leader for a Day



Leader for a day is a super cool way to learn about leadership and the working environment. This is a one-day intensive activity, just as a live workshop, that brings together young aspiring achievers and real-life professional leaders. Adult leaders give back to the younger ones by sharing their wisdom, expertise and lessons learned with them. Affirmed and established leaders inspire young people by acting as role models, they help young people in understanding a given area of industry or work profile, as well as the dynamic role of a business leader, as well as guide young people with practical advice on career choices. Leader for a day helps to mobilize professionals of the business industry as well as young achievers so that they can jointly contribute to the growth and educational process of young people and future professionals, equipping them with skills, insights and guidance on how to be successful or how to get a job.

“This unrivaled experience introduced me to the real workplace. Through ‘leader for a day’ I had the unique opportunity to visit one of the most prestigious banks in Albania. I received valuable insights on teamwork, communication and positive attitude at work. I took away a successful model of an accomplished professional, to whom I aspire”

Erli Gruda
JA achiever who shadowed
Ms. Valbona Zeneli
HR Director at Raiffeisen Bank

“This intensive day helped me refine my communication and critical observation and thinking skills. It was a fantastic experience that will be remembered for a long time. I took away with me the strong will to work relentlessly in order to fulfill and meet my goals in life’

Anxhela Ziu
JA Achiever who shadowed
Mr. Avni Ponari
CEO at Sigal



“Thanks to JA, I had the opportunity to meet one of the most amazing professionals of the business industry. All advise I received from Ms. Ornela Bego were more than valuable to me and I thank her in particular for bringing out of me a person I never knew I could be’

Ledia Goxhara
JA Achiever who shadowed
Ms. Ornela Bego
Head of Corporate Affairs
& CSR at AMC



JA National Trade Fair & Company Competition



The Fair & Competition of mini-companies owned and led by JA students is a public display of young achievement; it is the apex of a year-long work carried out in teams of young entrepreneurs. Students get to expose and publicly manifest their business, through products and services they run. The fair is opened to public visitors, to the business industry and to the media; everyone can view in person what young people are capable of. Visitors meet young entrepreneurs, get into interactive conversations with them, and get to purchase and try out the products or services offered by young JA achievers with great salesmanship skills. The fair is intertwined with the competition for the best company of the year, at national scale. A Panel of jury members from the business world engages throughout the fair, assessing each participating team and contender for the grand title. Jury members attribute careful attention to the business line (type of industry), its uniqueness, market base, (marketing & sales strategy) business performance throughout the mini-company's operation and future prospective.



Sokol Dishnica
Jury Member
(Head of Small Business & Enterprise at Alpha Bank)

"I am surprised with the level of innovation that you find throughout each stand at the fair; from an entrepreneurial point of view, you can tell that there is huge potential for future enduring businesses"

“I am surprised with the level of innovation that you find throughout each stand at the fair; from an entrepreneurial point of view, you can tell that there is huge potential for future enduring businesses”

**Eneida Guria, Jury Member
(Director of E-Commerce at Megatek)**



Julian Demeti, Jury Member (CEO & Founder of Albanian Business Partner)

“This fair manifests great values of the young Albanian society; it is precisely this young generation, the upcoming entrepreneurs of Albania, that makes us hopeful and confident for a brilliant future’



Media Clips

Junior Achievement Albania, programe për të nxitur sipërmarrjen në 53 shkolla të vendit

Nga Redaktor (25/04/2014)    

Janë 53 shkollat e mesme shqiptare që po përfitojnë nga implementimi i 4 programeve mësimore të organizatës "Junior Achievement", organizata më e madhe në botë që edukon dhe frymëzon të rinjtë për të vlerësuar lirin e sipërmarrjes, biznesit dhe ekonomisë për të përmirësuar cilësinë e jetës së tyre. Në kuadër të marrëveshjes së bashkëpunimit me Ministrinë e Arsimit dhe e mbështetur nga Fondacioni Amerikano-Shqiptar për Zhvillim, dega e hapur me 2012-ën për Shqipërinë e kësaj organizate nisi programin pilot për 53 shkolla të mesme të përgjithshme, profesionale dhe private në rrethet e vendit, me 4 programe për vitin akademik 2012 – 2013, përkatësisht në klasat e 11-ta dhe të 12-ta të shkollave të mesme. Një program ky që pritet të zgjerohet në 95 shkolla. Programet janë hartuar për të ndihmuar nxënësit që të vlerësojnë aftësitë, interesat dhe vlerat e tyre personale, të kuptojnë përfilimet ekonomike të edukimit, të shqyrtojnë mundësitë e karrierës, të mësojnë aftësitë e punëkërkimit dhe të praktikojnë menaxhimin financiar personal dhe familjar.



Qëllimi i JA është të përgatisë brezin e ri që nga bankat e shkollave fillore dhe në ciklet e mëtejshme me disa baza rreth sipërmarrjes. Kjo shoqatë ka organizuar një sërë konferencash në rang lokal dhe kombëtar, trajnime, seminare dhe workshops e mbi edukimin e të rinjve mbi sipërmarrjen dhe biznesin. JA ka pasur ndikim në më shumë se mbi 105 miliona të rinj në mbarë botën. Synimi i kësaj organizate në Shqipëri duket implementimi i programeve të saj në sistemin arsimor shqiptar, me qëllim fuqizimin e të rinjve shqiptarë për të marrë në dorë suksesin e tyre.

“ Shoqëria fituese e çmimit të madh- shoqëria "Agos" e shkollës Wilson- do të ketë mundësinë për të konkurruar më tej, duke përfaqësuar Shqipërinë në konkursin paneuropian të shoqërive sipërmarrëse të nxënësve që zhvillohet në Estoni më 22 korrik 2014.

Ishin 22 shoqëri sipërmarrëse të themeluara dhe drejtuar nga nxënës maturan të të rrethit Junior Achievement, përfaqësues të 22 shkollave të ndryshme të vendit, që morën pjesë në edicionin e dytë të Panairit dhe Konkursit kombëtar të shoqërive të nxënësve, organizuar në "City Park" më 26 prill. 132 maturanet pjesëmarrës ekspozuan dhe nxoren në shitje produktet dhe shërbimet e tyre para publikut dhe vizitorëve. Këto minibiznese konkumuan mes tyre për 5 kategori çmimesh, të cilat u vlerësuan nga një panel jurie profesionistësh nga biznese të ndryshme të vendit. Shoqëria fituese e çmimit të madh- shoqëria "Agos" e shkollës Wilson- do të ketë mundësinë për të konkurruar më tej, duke përfaqësuar Shqipërinë në konkursin paneuropian të shoqërive sipërmarrëse të nxënësve që zhvillohet në Estoni më 22 korrik 2014.



Junior Achievement në Shqipëri është një program edukativ dedikuar formimit të të rinjve me aftësi për tregun e punës, kompetenca sipërmarrëse dhe njohuri financiare, në mënyrë që të rinjtë të jenë të konkurrueshëm dhe të suksesshëm në tregun e punës.

Programi zbatohet në Shqipëri në kuadër të bashkëpunimit zyrtar me Ministrinë e Arsimit dhe është integruar në kurrikulën zyrtare të shkollës së mesme; aktualisht, modulet e programit ofrohen si lëndë me zgjedhje të lirë në 95 shkolla të mesme të

Rezarta Godo: Adoleshentët shqiptarë, liderët e së ardhmes



Junior Achievement është programi edukativ që prej mëse dy vitesh gjendet edhe në shkollat shqiptare. Për studenit, është ajo lloj lirie dëborë, në atë masë se është përmbledhja dhe përthithja shkencë shqiptare që cilësohet si më e mirë në programin të saj. Nëse dani të ashtuam bërësi që një mikrobiznes të tërë të fundërron në bazar për të vlerësuar në të.

Veç kësaj gjëje të cilës Junior Achievement, është ky projekt në Shqipëri?

Junior Achievement është programi më i suksesshëm në botë që ka krijuar liderë të rinj në të gjithë botën. Në Shqipëri, programi është në fillimet e tij dhe është në procesin e zhvillimit të tij. Është një program që ka krijuar liderë të rinj në të gjithë botën dhe është në procesin e zhvillimit të tij. Është një program që ka krijuar liderë të rinj në të gjithë botën dhe është në procesin e zhvillimit të tij.

Si mendoni për të ardhmen e kësaj iniciative në Shqipëri?

Junior Achievement është një program që ka krijuar liderë të rinj në të gjithë botën dhe është në procesin e zhvillimit të tij. Është një program që ka krijuar liderë të rinj në të gjithë botën dhe është në procesin e zhvillimit të tij.

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UNIÇI ACHIEVEMENT NË PROÇESIN E EDUKIMIT TË BËZEMË TË ARDHSHMË



Junior Achievement është programi më i suksesshëm në botë që ka krijuar liderë të rinj në të gjithë botën dhe është në procesin e zhvillimit të tij. Është një program që ka krijuar liderë të rinj në të gjithë botën dhe është në procesin e zhvillimit të tij.

Si e vlerësojnë të rinjtë në Shqipëri?

Junior Achievement është një program që ka krijuar liderë të rinj në të gjithë botën dhe është në procesin e zhvillimit të tij. Është një program që ka krijuar liderë të rinj në të gjithë botën dhe është në procesin e zhvillimit të tij.

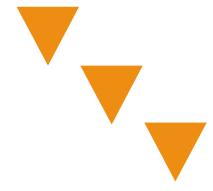
Junior Achievement është një program që ka krijuar liderë të rinj në të gjithë botën dhe është në procesin e zhvillimit të tij. Është një program që ka krijuar liderë të rinj në të gjithë botën dhe është në procesin e zhvillimit të tij.

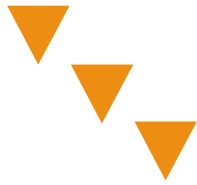


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At Our Best

Leader for a Day
2013



National Fair and
Competition of Young
Entrepreneurs
2013



Hakuna Matata in
London/ Company
of the Year 2013



Teacher Training
(2013 - 2014)



Leaders for A Day
Brussels 2013



Regional Innovation
Camp/ Tirana 2013



At Our Best

1st Teacher
Conference
2013



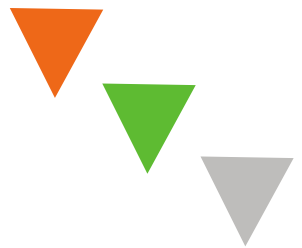
Leaders for A
Day 2014



JA Companies In
Summer Day Trade
Fair/ Elbasan



National
Fair & Competition
2014



Innovation Week
Junior
Achievement of
Albania & Protik



JA Alumni Meeting
with the Mayor of
Tirana



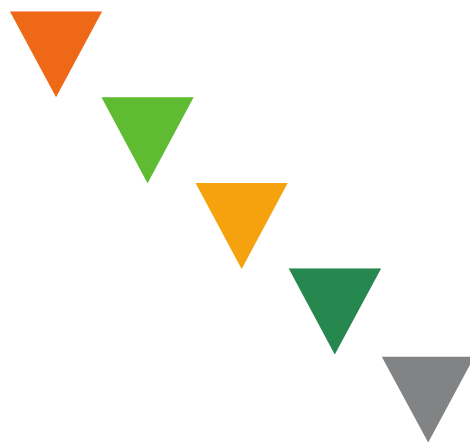
Mentors And
Volunteers Certificate
Awards Ceremony
2014



Regional Innovation
Camp/ Vlore 2014



Agos Company in
Tallinn/ Company of
the Year
Competition 2014



Junior Achievement of Albania Financial Statements

31 December 2013, in LEK

Balance Sheet	2013
ASSETS	
Current Assets	
Cash and Bank	2,341,510.45
Accounts Receivable	4,386,691.00
Total Current Assets	6,728,201.45
Fixed Assets	4,883,480.14
TOTAL ASSETS	11,611,681.59
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	1,158,314.61
Other Current Liabilities	
Wages, Taxes and Social Security	246,585.50
Other taxes	50,865.62
Deferred Grant Revenue	3,780,381.26
Total Other Current Liabilities	4,077,832.38
Total Liabilities	5,236,146.99
Equity	
Unrestricted Net Assets	6,375,534.60
Total Equity	6,375,534.60
TOTAL LIABILITIES & EQUITY	11,611,681.59

Income Statement	2013
Income	
Turnover (grants, sponsorships, donations, sales, etc)	30,686,638.75
Total Income	30,686,638.75
Expense	
Gross Payroll	10,760,454.00
Fringe Benefits and Allowances	3,019,120.09
Travel & Transportation	1,214,027.92
Equipment	1,679,652.80
Administrative Costs	1,496,822.47
Programme Costs	
Teaching and Learning Materials	4,460,411.96
Teachers & volunteer training	576,114.00
Inter-school events	7,097,113.92
Miscellaneous	337,067.15
Total Programme Costs	12,470,707.03
Total Expense	30,640,784.31
Net Ordinary Income	45,854.44
Other Income/Expense	
Exchange Gain or Loss	45,854.44
Total Other Expense	45,854.44
Net Other Income	-45,854.44
Net Income	0.00

JA of Albania is an investment of



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We thank our Supporting Partners

Regional Innovation Camp / Tirana 2013



1st Teacher Conference 2013



Leaders for A Day 2014



National Fair & Competition 2014



Regional Innovation Camp / Vlore 2014



Regional Support / E-mentoring





the \mathbb{R}^n is a linear space over \mathbb{R} with the usual addition and scalar multiplication. The inner product is defined by

$$\langle x, y \rangle = \sum_{i=1}^n x_i y_i \quad (1)$$

where $x = (x_1, \dots, x_n)$ and $y = (y_1, \dots, y_n)$ are vectors in \mathbb{R}^n . The norm of a vector x is defined by

$$\|x\| = \sqrt{\langle x, x \rangle} = \sqrt{\sum_{i=1}^n x_i^2} \quad (2)$$

The distance between two vectors x and y is defined by

$$d(x, y) = \|x - y\| = \sqrt{\sum_{i=1}^n (x_i - y_i)^2} \quad (3)$$

The set of all vectors x in \mathbb{R}^n such that $\|x\| = 1$ is called the unit sphere and is denoted by S^{n-1} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq 1$ is called the unit ball and is denoted by B^n .

The set of all vectors x in \mathbb{R}^n such that $\|x\| = r$ is called the sphere of radius r and is denoted by S_r^{n-1} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq r$ is called the ball of radius r and is denoted by B_r^n .

The set of all vectors x in \mathbb{R}^n such that $\|x\| = 1$ and $x_1 \geq 0$ is called the upper hemisphere and is denoted by S_+^{n-1} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq 1$ and $x_1 \geq 0$ is called the upper half-ball and is denoted by B_+^n .

The set of all vectors x in \mathbb{R}^n such that $\|x\| = 1$ and $x_1 \leq 0$ is called the lower hemisphere and is denoted by S_-^{n-1} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq 1$ and $x_1 \leq 0$ is called the lower half-ball and is denoted by B_-^n .

The set of all vectors x in \mathbb{R}^n such that $\|x\| = 1$ and $x_1 = 0$ is called the equator and is denoted by S^{n-2} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq 1$ and $x_1 = 0$ is called the equatorial disk and is denoted by D^{n-1} .

The set of all vectors x in \mathbb{R}^n such that $\|x\| = 1$ and $x_1 > 0$ is called the open upper hemisphere and is denoted by S_+^{n-1} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq 1$ and $x_1 > 0$ is called the open upper half-ball and is denoted by B_+^n .

The set of all vectors x in \mathbb{R}^n such that $\|x\| = 1$ and $x_1 < 0$ is called the open lower hemisphere and is denoted by S_-^{n-1} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq 1$ and $x_1 < 0$ is called the open lower half-ball and is denoted by B_-^n .

The set of all vectors x in \mathbb{R}^n such that $\|x\| = 1$ and $x_1 = 0$ is called the open equator and is denoted by S^{n-2} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq 1$ and $x_1 = 0$ is called the open equatorial disk and is denoted by D^{n-1} .

The set of all vectors x in \mathbb{R}^n such that $\|x\| = 1$ and $x_1 \geq 0$ and $x_2 \geq 0$ is called the quarter sphere and is denoted by S_+^{n-1} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq 1$ and $x_1 \geq 0$ and $x_2 \geq 0$ is called the quarter ball and is denoted by B_+^n .

The set of all vectors x in \mathbb{R}^n such that $\|x\| = 1$ and $x_1 \leq 0$ and $x_2 \leq 0$ is called the quarter sphere and is denoted by S_-^{n-1} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq 1$ and $x_1 \leq 0$ and $x_2 \leq 0$ is called the quarter ball and is denoted by B_-^n .

The set of all vectors x in \mathbb{R}^n such that $\|x\| = 1$ and $x_1 = 0$ and $x_2 = 0$ is called the equator and is denoted by S^{n-2} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq 1$ and $x_1 = 0$ and $x_2 = 0$ is called the equatorial disk and is denoted by D^{n-1} .

The set of all vectors x in \mathbb{R}^n such that $\|x\| = 1$ and $x_1 > 0$ and $x_2 > 0$ is called the open quarter sphere and is denoted by S_+^{n-1} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq 1$ and $x_1 > 0$ and $x_2 > 0$ is called the open quarter ball and is denoted by B_+^n .

The set of all vectors x in \mathbb{R}^n such that $\|x\| = 1$ and $x_1 < 0$ and $x_2 < 0$ is called the open quarter sphere and is denoted by S_-^{n-1} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq 1$ and $x_1 < 0$ and $x_2 < 0$ is called the open quarter ball and is denoted by B_-^n .

The set of all vectors x in \mathbb{R}^n such that $\|x\| = 1$ and $x_1 = 0$ and $x_2 = 0$ is called the open equator and is denoted by S^{n-2} . The set of all vectors x in \mathbb{R}^n such that $\|x\| \leq 1$ and $x_1 = 0$ and $x_2 = 0$ is called the open equatorial disk and is denoted by D^{n-1} .



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