ILOFORDIGITAL
"Industrial Liaison Offices (ILO) for empowerment of
a cross border Digital, entrepreneurial and
professional skills network"

Training course of 30 hours in
"Role of higher education for digital skills development"
from 12th to 14th December 2024

Room 204, FACULTY OF ECONOMY
University of Vlora "Ismail Qemali – Building A -
Vlora, Rruga "Kosova", Albania

08:00 - 08:15 **08.30**	**Registration of participants and welcome greetings** **Start of the training course**
DAY 1 – 10 hours **SESSION 1 – from 08.30-12.00 ROOM A204**	
Institutional greetings and opening	Aurela Saliaj Rector University of Vlora "Ismail Qemali" Fioralba Vela ILOFORDIGITAL Project Manager
Analysis of the economic development of Vlora Region	Irena Toshkallari Municipality of Vlora
Networking lunch 12.00 – 12.30	
Session 2 – *from 12.30 – 18.30* *ROOM A204*	
Future perspectives on digital skills in higher education **Design thinking, digital prototyping, start-up development**	Fioralba Vela University of Vlora "Ismail Qemali" Enida Pulaj University of Vlora "Ismail Qemali"
Contents and output	The integration of digital skills into higher education training is an evolving necessity, with significant implications for curriculum content, teaching methods, and student outcomes. By integrating comprehensive digital skills training, higher

	education will empower students to excel in a digital economy, meet the demands of future work environments, and engage meaningfully in a technologically driven society.
Expected output	The future perspectives on digital skills training in higher education suggest several anticipated outcomes, or expected outputs, that reflect the transformative impact of enhanced digital competencies among graduates. These expected outputs are as follows: 1. Workforce-Ready Graduates 2. Increased Innovation and Entrepreneurship

DAY 2: 10 HOURS

Session 1 – from 08.00 – 12.00

Digital certifications and Building a personal digital development plan	Ledina Mancka Ministry of Education and Sports
Cybersecurity and personal data protection	Blerina Dervishaj University of Vlora "Ismail Qemali"
Contents and output	In the realm of digital skills training in higher education, incorporating **digital certifications** and guiding students in building a **personal digital development plan** are two key components that can help shape future-ready graduates. Here's how these elements can be structured in terms of content and expected outputs. Training in **cybersecurity and personal data protection** is increasingly essential in higher education to equip students with the knowledge and skills needed to navigate digital environments safely and responsibly.
Expected output	• **Enhanced Employability**: Certifications give students industry-recognized credentials, increasing their employability and differentiating them in competitive job markets. • **Validation of Digital Skills**: Digital certifications provide verifiable proof of skills, allowing students to showcase specific competencies to employers and on professional networks like LinkedIn. • **Greater Confidence and Autonomy**: As students earn digital certifications, they develop confidence in

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<td>their digital skills and autonomy in managing their career development.

The expected output from a **cybersecurity and personal data protection training program** in higher education includes a set of competencies and outcomes that reflect students' preparedness to manage digital security risks and protect personal and organizational data.

- Identify and mitigate digital security risks.
- Manage personal and professional data responsibly in compliance with legal frameworks.
- Implement best practices for cybersecurity in their personal and organizational roles.
- Demonstrate ethical judgment in data handling.
- Take proactive steps in ongoing learning to stay current in cybersecurity best practices.

These outputs ensure that students are equipped to contribute meaningfully to cybersecurity efforts within organizations, uphold data privacy, and take ownership of their digital safety in today's increasingly interconnected world.</td>
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<tr>
<td colspan="2">**Networking Lunch 12.00-12.30**</td>
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<td colspan="2">**Session 2 – from 12.30 – 18.30**   **ROOM A204**</td>
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<td>**Visit of the Digital Hubs of the University of Vlora "Ismail Qemali"**

SMART CITY HUB

Vlora Marittime Digital LAB</td>
<td>ILOFORDIGITAL coordinator</td>
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<td>Contents and output</td>
<td>A **Visit to the Digital Hubs of the University of Vlora** training or program would provide participants with an immersive experience of digital innovation, tech infrastructure, and collaborative learning spaces at the university. The visit would showcase how digital resources support learning, research, and industry collaboration and offer insights into the university's initiatives in technology-driven education.</td>
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<td>Expected output</td>
<td>Participants will leave the visit with:
- A comprehensive understanding of the digital infrastructure at the University of Vlora.
- Exposure to real-world applications and hands-on practice with digital tools.
- Knowledge of the university's digital transformation initiatives and how they impact education and research.
- Connections with individuals in the academic tech</td>
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	community, supporting future engagement and collaboration. This visit serves to inspire, educate, and connect individuals with cutting-edge digital resources, preparing them to leverage technology in their own academic, research, or professional pursuits.
DAY 3 – 10 HOURS	
SESSION 1 – from 08.00 – 12.00	
Artificial intelligence and machine learning	Denis Sinanaj
Business Analytics Tools and Methods	Fioralba Vela
Contents and output	A training program on **Artificial Intelligence (AI) and Machine Learning (ML)** in higher education should encompass a broad range of topics, covering foundational theories, practical applications, and ethical considerations. A **Business Analytics Tools and Methods** training program in higher education should equip trainees with the analytical skills, tools, and methodologies needed to transform data into actionable business insights. This program typically covers a range of analytics techniques, data visualization, and industry-standard tools.
Expected output	1 - Upon completing **Artificial Intelligence (AI) and Machine Learning (ML)** training, trainees are expected to: • **Understand AI and ML Fundamentals**: Grasp essential AI concepts, models, and methods, distinguishing between various types of machine learning and AI applications. • **Develop and Evaluate Models**: Be capable of building, evaluating, and optimizing ML models using supervised, unsupervised, and deep learning techniques. • **Apply Data Preparation Techniques**: Demonstrate proficiency in data preprocessing, feature engineering, and data augmentation for improved model accuracy and reliability. • **Use Industry-Standard Tools**: Gain hands-on experience with AI and ML frameworks, enabling practical model development. • **Understand the Ethical Implications of AI**: Recognize the ethical and societal implications of AI and apply responsible practices in their AI-related work. • **Stay Adaptable to AI Trends**: Develop an awareness of emerging AI technologies and their potential impact on industries and society, fostering a commitment to ongoing learning. By covering these comprehensive areas, a training program on AI and ML can prepare trainees to make meaningful contributions in the AI-driven workforce and equip them to build innovative, ethical, and responsible AI solutions. 2 - By the end of Business Analytics Tools and Methods

	training, trainees will be equipped to: - Gather, clean, and analyze business data effectively. - Apply analytical methods to inform strategic and operational decisions. - Use industry-standard tools for data manipulation, visualization, and presentation. - Generate actionable insights that address real-world business challenges. - Communicate analytics outcomes compellingly, considering ethical and privacy concerns. Through a well-rounded curriculum that balances theory with hands-on practice, students will be prepared to drive data-informed decisions in business environments, positioning themselves as valuable analytics professionals in a data-centric world.
Networking lunch 12.00 - 12.30	
Session 2 – from 12.30 – 18.30	
Visit of the University of Vlora and Departments	
Conclusion and remarks	
19.00 – End of the training School and Closing Networking Dinner	