

# Request for Proposal

## Support for digital content development and digitalization of digital content for online and blended learning in selected VET directions

Location	Tirana, Shkodra, Lezha, Elbasan, Vlora, Berat
Type of Contract	Service Contract (output-based)
Services Requested	<p>1. Digital Content development in vocational theory subjects as per frame curricula in the following directions:</p> <ul style="list-style-type: none"> <li>• Tourism Hospitality,</li> <li>• Electrotechnics,</li> <li>• Economy</li> </ul> <p>2. Digitalization of interactive learning materials and upload in MesoVET platform</p>
Reference number	21-03-S4J
Issue date of the call	20 April 2021
Procurement Process	Request for Proposals One step process - only full proposals will be considered
Number of Lots	1 Lot
Number of potential successful offerors	One
Eligible applicants	Private companies
Date of submission	<b>07 May 2021</b>
Deadline for submitting questions & receiving answers	Questions can be sent at <a href="mailto:al.info@swisscontact.org">al.info@swisscontact.org</a> by 28 Apr 2021 end of business day. Answers will be provided by 30 Apr 2021, end of business day.
Tentative starting date of service	01 June 2021
Estimated contract timeframe	01 March 2023
Service providers report to	Deputy Project Manager & New Ways of Learning Intervention line Manager and Project Manager
Package of Application	<ol style="list-style-type: none"> <li>1. Company NUIS certificate (copy) and Extract from NBC</li> <li>2. Technical proposal</li> <li>3. Financial proposal</li> </ol>
Where to send applications	All offers will be submitted in hard-copy, sealed in a covering envelope which MUST contain the title of the applied call (as per instruction provided in this documents), to the Swisscontact Albania office: Rr. Skenderbej, Vila 49, Tiranë.

## BACKGROUND

'Skills for Jobs' (S4J) is a project mandated by the Swiss Agency for Development and Cooperation (SDC) and implemented by Swisscontact Albania. It is part of the Economic Development Domain of the Swiss Cooperation Strategy for Albania (2018-2021), with specific focus on promotion of employment opportunities and skills development.

S4J was designed to address main Vocational Education and Training (VET) challenges, such as: low quality and status, insufficient financing, weak labour market orientation, and poor private sector engagement. The project addresses these challenges by focusing on ensuring systemic change, capacity development and empowerment of key actors in VET.

The project is in its second phase, S4J2, which started in May 2019 and will last until June 2023. During this phase, the project aims at supporting 10 000 students (6 360 more compared to S4J1) and 6 000 trainees (1 500 more compared to S4J1). It aims for improved access to gainful employment and income for young women and men by offering them relevant training opportunities based on new ways of inclusive learning and in cooperation with the private sector.

10 VET providers (9 vocational education schools and 1 vocational training center) in six selected regions benefit from the project, namely: the vocational 'Hamdi Bushati' school in Shkodra; the vocational 'Kolin Gjoka' school in Lezha; the electro-technical 'Gjergj Canco' school in Tirana; the Technical-Economic school in Tirana; the vocational 'Ali Myftiu' school in Elbasan; the vocational 'Salih Ceka' school in Elbasan; the vocational 'Kristo Isak' school in Berat; the Commercial school in Vlora; the industrial 'Pavarësia' school in Vlora; and the Vocational Training Centre in Vlora.

S4J supports partner VET providers in Albania in terms of:

### 1. Employers' and partners relations

S4J1 promoted a new approach to employers' relations and partners' relations through creating a network around each VET provider. VET providers assumed their role as network focal points, and under S4J2 they will strengthen this network by structuring and formalizing it, and by adding non-company partners including the organized private sector, local and national governmental actors, and parents. Furthermore,

the 1:1 approach will be further developed at the regional level by establishing regional VET platforms that shall bring together all relevant stakeholders to further develop VET in the region.

### 2. Diversification of VET offer

S4J2 will facilitate the development of VET offers that are labour-market oriented and gender-sensitized. Such offers will be developed in close collaboration with local and regional employers. Apart from directions, profiles or courses, the project will also support VET providers in adding other relevant elements to their offer, namely streamlining entrepreneurship and soft skills learning packages and labour market-relevant extra-curricular activities.

### 3. New Ways of Inclusive Learning and Quality

S4J supports VET providers in shifting towards 'doing school' the new ways, using a combination of new IT-based learning methods – including use of smartphones, tablets, internet-resources where most appropriate – in combination with up-to-date non-digitized learning. This translates into a blended learning approach that

contributes to the attractiveness of VET offers and makes VET offers more accessible at the same time. Furthermore, it promotes and supports industry-led re-skilling trainings for VET teachers.

#### **4. Work-Based Learning (WBL) in cooperation with employers**

S4J project will continue to strengthen and broaden its successful WBL initiatives, supporting the partner providers to consolidate, grow and streamline the chosen WBL approach including gradual skills development schemes, internships and apprenticeship solutions. Companies will also receive the needed support – training and instruments – to provide quality intern- and apprenticeships, including in-company mentors training.

#### **5. Provider management / organisational development (OD)**

S4J will support VET providers to perform better internally, to be organized and prepared for the new functions as defined by the VET law and developed with project support in S4J1. Important elements include strategic planning, IT-based management functionalities, implementation of all seven functions attributed to the Development Units, and provider-wide and specific quality assurance and development.

## **RATIONALE**

### **Background of the intervention**

Since the very beginning of Phase 1, S4J has engaged in promoting Blended Learning. The project has applied an ‘early adopters’ approach, thus identifying and closely supporting a small number of teachers who would then act as promoters of blended learning in their school environment (also through Communities of Practice - CoP).

Based on this approach, in the second phase it was envisaged S4J would, on a small scale and over the years, support some teachers to develop digital learning materials to use (in mesovet.al) in a context where online and face-to-face (F2F) learning would be combined.

Since 2017, several interventions towards blended learning, technologies in education and digitalization in partner schools of vocational education has been implemented. S4J's vision responds to the need to adapt VET providers in a job market where employability is achieved not only by technical competencies but also those related to social communication and interaction, problem solving, critical thinking, flexibility, etc. In the context of the industrial revolution 4.0, digital competencies for young people are essential. The new reality in terms of social distancing during the COVID-19 pandemic, made learning through information and communication technology not an alternative but the only way to facilitate the learning process. The S4J-supported providers were better prepared to deal with this situation both in terms of technology, access to technology, but also the willingness to use this experience on an ongoing basis.

The strategy followed by the S4J project has been gradual, flexible and multidimensional, based on good practices and contextualized in the Albanian reality. A cyclical approach based on annual pilots was followed where previous year experiences and findings were used to improve ongoing intervention and expand impact. Initially the approach was piloted with innovative teachers, willing to change their teaching model. This group of teachers of general subjects, professional and professional practice, has helped to analyze the teaching methodology in VET and identify ways and tools based on technology which can be integrated and improve the processes of planning, management and classroom behavior/ laboratory or business, methodology, assessment, etc., in order to transfer skills of high levels of practice, judgment and analysis, not just knowledge. Subsequently, the new approach has been extended to more teachers, classrooms including more students. If initially the focus was on combining technology-based and online methodologies with those applied face-to-face (learning

combined mainly through the rotation model), during the pandemic, support focused on implementing full-distance learning, facilitated by platforms. online teaching and other support systems.

### Virtual learning environment

Activities such pre-preparation, group work, use of videos, assessment, as well as documentation and reflection during professional practices of the results of the most used activities should be supported by the virtual environment for students. Moodle platform was chosen as the most suitable option for a learning system as it is simple, free, modular (which can be built in the classroom or in a different way for teacher / subject / module planning), can monitor student progress, facilitate interactive digitization of material, and that can be continuously adapted using the function proposed for the development of another device. Moodle was gradually integrated. After proper testing and adaptation of the Mesovet.al platform and which one is used for an alternative for teachers who apply blended learning. This platform and use intensively during distance learning in terms of pandemic reaching 8,000 users in the academic year 2020-2021, using and teaching and learning outside the partner school. MesoVET constantly adapts to user requirements and current service hosting and support is covered by S4J.

### Developing Digital Learning Materials

S4J has invested in capacity building and design of teaching materials as blended learning and especially online/distance learning requires tailored and interactive learning materials. Digital learning materials which are good for blended and online learning are diverse, follow a clear protocol and certain criteria, and should be stored in an accessible space, are designed by people with different abilities following a process and utilizing reliable resources.

Blended learning is effective if it is supported by interactive materials using equipment and programs / platforms which are designed to assist with the development of learning materials while offering opportunities to format them interactively and dynamically, as is the case with mesoVET.

Roles and responsibilities have been fulfilled through a comprehensive process in creating teaching materials. Teachers are at the center of the process and they are continuously empowered to increase their technical competencies to cover the roles of didactic specialist, technical discipline specialist and design and implementation of didactic materials. S4J in certain cases has engaged experts working with teachers in order to transfer these competencies. This process is not considered as an individual work but in a group where other teachers provide feedback and validate materials proposed by colleagues. Not only teachers but also students are contributors to teaching materials mainly from documenting their professional practice in business, inputs that are edited by the teacher and discussed in class. The involvement of mentors in business has also been piloted, both in the reference of various materials (eg in ICT) and in the drafting of materials mainly related to work procedures (eg hotel-tourism).

### Adaptation during the pandemic

S4J offered all VET teachers and students in Albania access to mesovet.al, the e-learning platform for VET in Albania. Teachers using mesovet.al and other platforms soon realized that remote teaching/learning does not work with learning content developed for an F2F-only learning setup. After consultation, S4J updated its approach to promote digital learning, as part of blended learning, by defining a three stages approach:

**Reaction Stage (04-07/2020):** i) facilitate use/access of the platform by all interested VET teachers and students (extensive online training); ii) Hire pedagogical experts (international and national) to develop digital learning content for matura exam-related subjects; iii) Monitor implementation of online learning by VET providers to draw lessons on the way forward.

**Intermediary Stage** (08/2020 - 06/2021): i) support GoA to develop scenarios for teaching and learning in AY2020-2021 - support providers to comply in delivery; ii) Adapt methodology and protocol for digital content development - deliver ToT; iii) Technical assistance to teachers to develop and digitalize learning content as a trial phase - make content available in mesovet.al; iv) Design and deliver series of webinars; v) Support knowledge-sharing and peer exchange online.

**'Business as unusual' Stage** (07/2021 - onwards): i) provide VET teachers access to a series of MOOCs (12) on digital and blended learning experience; ii) support teachers to integrate blended learning in annual teaching plans; iii) improve user experience in mesovet.al; iv) support teachers to develop digital learning materials for all vocational theory subjects for selected directions; v) support two providers to become centers of excellence in blended learning; vi) Consolidate online peer exchange: Frymëso Facebook page as online CoP; vii) Action research and capitalization.

### Progress so far on digital content development

Currently there are 129 subjects, modules and/or courses developed and available on *mesovet.al*. Of these 5 courses for teachers and 7 Matura-related courses are developed by S4J pedagogical and digitalization experts. While 30 subjects of vocational theory and 34 modules are developed by group of teachers with technical support from S4J, applying LerNetz methodology and agreed protocol, open to use to all VET teachers. Moreover 9 subjects of vocational theory have been developed by KulturKontakt and adapted by S4J pedagogical and digitalization experts, using LerNetz methodology, open to use to all VET teachers. There are another 7 vocational theory subjects, 5 modules and 32 general theory subjects developed by teachers, with technical support on digitalization by S4J, for own use by the respective teachers.

The work conducted was assisted by our Swiss Partner SNBI. LerNetz has provided training and technical assistance to experts and teachers to ensure the exercise achieved to objectives: *i)* capacitate teachers in *ii)* developing curricula-based quality digital learning content for e-learning and blended learning.

### Some of the key feature for digital content development are:

- ✓ VET Teachers selected as contributors
- ✓ Undergo training on LerNetz Methodology for Digital Content Development
- ✓ Provided (by S4J) close coaching and support by:
  - Pedagogical expert
  - Digitalization expert
- ✓ Draft content is peer (2) reviewed (other schools)
- ✓ Content is 'transported' into mesovet.al
- ✓ Testing one academic year - teachers' feedback collected and (to be) reflected
- ✓ All VET teachers teaching the subject can use it - personalizing in their individual class account
- ✓ Young teachers (newcomers) assisted by S4J to use the content during first year

### Approach

Our experience so far suggests that those teachers who are provided access (in mesovet.al) to learning materials intentionally designed for digital learning, engage more time and more qualitatively with their students both in combined learning setup (MoES Scenario 2) or only remote teaching/learning (MoES Scenario 3) as compared to teachers who use platforms but do not have access to such learning materials.

The level of engagement increased when more teachers in the same school were able to access such materials. It seems they felt positive pressure from peers: If materials are available there could be no 'excuses'. As more teachers used the platform in a given school, students engaged more in e-learning thus making it somehow an

expectation for other teachers to engage with the platform (i.e: rather than send a picture of a short text on WhatsApp). When these materials were available for many subjects being taught in a school, principals engaged more in promoting the use of the platform. When principals/management engaged, the use of the platform started increasing rapidly.

Our approach will build on the following principles:

- S4J to focus on support for materials that apply LerNetz Methodology and comply with the Protocol;
- In the future support primarily development of materials for vocational theory subjects;
- Complete given directions with digital learning materials;
- Prioritize directions with highest number of students. Combine between system level and S4J partner providers;
- Engage principals and management to steer teachers to use the materials and provide structured feedback to improve them;
- Identify and support two schools with the potential to become centers of excellence in promoting blended learning;
- Promote materials developed extensively so teachers in other providers are aware and use them;

Based on needs from teachers and principals to extend support for digital content development, we analyzed some numbers which help us understand the impact such a support could have. We looked at the population of students per direction and the share at system level. In addition, we looked at the number of schools offering a given direction. The data allow us to understand how many students and VE providers were to benefit if materials for a given direction would be developed. Then we identified the number of vocational theory subjects per direction (clearing up repeating subjects i.e. basics of entrepreneurship taught in various directions). Accordingly, we now know how many subjects (and class hours for which content needs to be developed) remain to be developed per direction. Lastly, we looked at how many students we are supporting when developing content.

## CONTEXT AND SCOPE OF WORK

Due the COVID-19 pandemic situation and closing of the schools, S4J partner schools intensified the use of mesovet.al and the development of digital learning materials for selected directions, profiles and Matura subject prioritizing based on number of students per directions. To further support quality of distant and blended learning, digital materials good for online and blended learning need to be developed as per learning outcomes. Moreover, as a response to the low integration of technology-based teaching and learning methods, the elaboration of digital learning materials should be also supported by capacitating teachers on how to use these materials during their classes and on how to install them in the students' independent work. This support will be provided by developing several online courses on new ways of teaching and learning. The work will consist in an ongoing and complex process between teachers, as providers of learning materials, and pedagogical experts in charge of ensuring the materials' quality and effectiveness, based on the agreed elaboration protocol. This work will be carried out under specific conditions, in terms of time, workload, roles, validation process, regular communication and exchange of ideas, meetings, deliverables etc. which need to be properly managed and supervised.

S4J is looking for a **contractor** to lead with the development of the digital learning materials in three direction where 59 % of the student population in S4J partner providers and 38 % of total VET student population (in public sector) benefit.

Table 1. List of selected directions by of students enrolled and subjects of vocational theory

No	Direction	AY 20-21	Subjects of Vocational Theory			Students S4J	Students System
		System Level	TOTAL	Developed	S4J will develop		
1	Tourism & Hospitality	3,242	15	12	3	25%	19%
4	Electrotechnics	1,749	24	6	7	14%	10%
5	Economy	1,463	33	12	21	20%	9%
	<b>TOTAL</b>	<b>6,454</b>	<b>72</b>	<b>30</b>	<b>31</b>	<b>59%</b>	<b>38%</b>

More specifically the contractor will:

*Support for digital content development of 31 vocational theory subjects in the following vocational directions:*

- Tourism Hospitality,
- Electrotechnics,
- Economy

Under this task, the contractor will lead following activities in cooperation with pedagogical experts involved by S4J:

- Lead the process of content development and digitalization of materials in pre agreed selected subjects in the above specified directions
- Coordinate the elaboration, consultation and validation process of learning materials
- Coordinate the process of developing learning materials between pedagogical experts and teachers in terms of elaboration, consultation and validation
- Administrate all the process-related documents
- Assure the quality of the overall product by monitoring the process implementation in terms of agreed protocol, validation process, workflow, timeline and deliverables provided by the pedagogical experts and teachers
- Periodically report on the progress of learning material development based on pedagogical experts and teachers deliverables
- Coordinate the process of training for the pedagogical experts on the agreed protocol for the development of learning materials
- Assure the quality of the overall product by monitoring the process implementation in terms of agreed protocol, validation process, workflow, timeline and deliverables according to the respective roles
- Periodically report on the progress of learning material development based on agreed deliverables



- Thoroughly reviewing the learning materials provided by teachers in terms of pedagogical criteria and blended learning inclination and providing meaningful suggestions on how to improve the content
- Coordinate and set a monitoring the peer-review process per each learning material
- Periodically report on the progress of learning material development based on teachers deliverables
- Coordinate the digitalization process and upload of digital learning materials in MesoVET platform.

**The Digital learning Content production should respect the following principles:**

- Agreed copy right rules should be respected
- Pedagogy (e.g.: inclusion and access, attractiveness and learner engaging, effective learning, formative and summative assessment to support learning, innovative, ease of use, match to the curriculum)
- Principles of instructional design in general and particularly for blended learning shall apply
- ICT is as crosscutting issue and when possible IT applications in all subjects shall be included
- A protocol and an internal quality assurance system of content developed should be followed (Annex 1)
- Monitoring and peer review process should be provided and followed
- A set of criteria for digital materials should be respected (Annex 2)

## TIME FRAME AND DELIVERABLES

The consultant should consider that by mid-October 2021, with the opening of academic year, the implementation of blended learning should start in a F2F and online modality. Given this, all preparatory works, should be completed and students taking the subjects mentioned should have access to exemplary high quality learning materials for the scheduled themes or topics. Below are listed the expected deliverables and projected timeframe:

*Table 2: list of deliverables*

No	Deliverable	Timeframe
1	Detailed work plan including milestones	15.07.2021
4	1 <sup>st</sup> interim report (3 months)	15.10.2021
5	2 <sup>nd</sup> interim report (6 months)	17.01.2022
6	3 <sup>rd</sup> interim report (9 months)	18.04.2022
7	4 <sup>th</sup> interim report (12 months)	18.07.2022
8	5 <sup>th</sup> interim report (15 months)	17.10.2022
9	6 <sup>th</sup> interim report (18 months)	17.01.2023
6	Final report	01.03.2023

*A detailed plan of deliverables per interim report will be developed following the approval of the detailed work plan of the contractor.*



## ELIGIBILITY CRITERIA: CONSULTANCY PROFILE & TEAM OF EXPERTS

Due to the complexity of this assignment, a wide variety of expertise should be made available.

The consultancy company should:

- be officially registered in national business center with training/coaching and consultancy as fields of activity;
- be financially active and viable as declared from the tax & social insurance office
- have proven records of pedagogical support, preferably in pre-university education;
- previous experience with projects in vocational education in Albania is considered a strong advantage;
- experience in managing projects with a high diversity of expertise and actors
- engage a team synergizing the expertise in fields of:
  - Project management
  - Course/subject matter and sector
  - Translation & text editing
  - Training and coaching
  - IT users support
  - Multimedia production
  - Coordination and management
  - Research & reporting
  - Experience in managing projects with a high diversity of expertise and actors
  - Able to work under pressure and deliver fast
  - Proactive, innovative, attentive to details

## DOCUMENTS TO BE SUBMITTED

The interested company should send the application file as indicated in the cover page, containing:

### 1. Company NUIS certificate (copy) and Extract from NBC

### 2. Technical proposal including:

- 2.1. *Company profile* and statement of compliance with eligibility criteria
- 2.2. *Vision of the project* indicating:
  - a. concept and guiding principles/standards for developing and sharing content
  - b. modalities of teachers coaching and involvement of all actors in the process
- 2.3. *Methodology*, detailing the steps undertaken by the team to assure quality and timely outputs
- 2.4. *Workplan and milestones*, describing the implementation of the tasks listed above.
- 2.5. *Team composition*:
  - a. CVs of team members, and short bio indicating respective expertise & profile
  - b. Roles and workflow Indicating the structure of developing the digital learning materials.

**3. Financial proposal:** The proposal should contain a total cost of the project, as well as a detailed “line item” breakdown of costs for the above requested services. The prices should be in CHF, and please indicate VAT and/or other taxes.

The application **MUST** contain all required documentation, otherwise may be automatically eliminated by Swisscontact without a further request for clarification and/or completion.

## EVALUATION PROCESS

An evaluation panel, consisting of no less than 3 (three) members, will evaluate the applications as per the criteria informed in this tender document. Swisscontact Albania will evaluate the applications received within the two months after the deadline of application.

Proposals that meet the requirements, as stated above, will be evaluated with the following criteria:

- **Technical proposal:** **70%**
  - Company Profile 10%
  - Workplan and milestones 20%
  - Team composition 20%
  - Methodology 20%
  
- **Financial Proposal:** **30%**

Swisscontact reserves the right to cancel a bidding process, accept or reject bids without notifying the reasons to the bidders. It also has the right to ask one or more of the applicants for clarifications regarding the bid.

## SUBMISSION INSTRUCTION:

The deadline of submission is **07.05.2021, EOB**. Please note that in case your offer will be sent later than the deadline for submission, Swisscontact may decide to disqualify your submission and not consider this eligible for further phases of evaluation.

All applications will be submitted in hard-copy, sealed in a covering envelope, to the Swisscontact Albania office: Rr. Skenderbej, Vila 49, Tirane by the deadline above mentioned. The outside of the envelope must clearly note the Request for Proposal reference number and title: 21-03-S4J - Support for digital content development and digitalization of digital content for online learning. All documents should be duly filled, signed and stamped. The envelope must contain an additional soft-copy in a USB memory stick or CD of the submitted documents, in PDF format and the **financial proposal in excel format** as well.

The application **MUST** contain all required documentation, otherwise may be automatically eliminated by Swisscontact without a further request for clarification and/or completion.

## COMMUNICATION WITH THE BIDDERS:

Any communication between SC-ALB and the bidders that might compromise the transparency and fairness of the bidding process must be avoided. Communication has to be documented in writing. The interested applicants can send their questions to [al.info@swisscontact.org](mailto:al.info@swisscontact.org) by *28 April 2021, 17:00*. The deadline for submitting responses will be *30 April 2021, 17:00*. Responses to requests for clarification by one bidder must be shared with all bidders in BCC mode of email or the response to be uploaded in the website.

## ANNEXES

**ANNEX 1: PROTOCOL FOR DIGITAL CONTENT DEVELOPMENT**

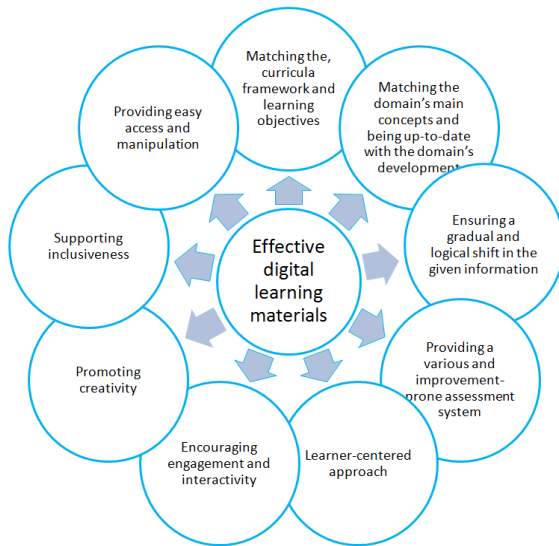
**ANNEX 2: PRINCIPLES AND CRITERIA FOR CONTENT EFFECTIVENESS**

## ANNEX 1: PROTOCOL FOR DIGITAL CONTENT DEVELOPMENT

<b>Key features</b> <b>Protocol for digital content development</b>
VET Teachers selected as contributors
Undergo training on LerNetz Methodology for Digital Content Development
Provided (by S4J) close coaching and support by: <ul style="list-style-type: none"> <li>- Pedagogical expert</li> <li>- Digitalization expert</li> </ul>
Draft content is peer (2) reviewed (other schools)
Content is 'transported' into <i>mesovet.al</i>
Testing one academic year - teachers' feedback collected and (to be) reflected
All VET teachers teaching the subject can use it - personalizing in their individual class account
Young teachers (newcomers) assisted to use the content during first year

## ANNEX 2: PRINCIPLES AND CRITERIA FOR CONTENT EFFECTIVENESS

Digital learning materials should be based on all the didactic principles just as all learning materials, no matter how or where the learning process will be carried out, but special attention should be paid to the learner-focused approach, engagement and interactivity. In the same time, several criteria should be taken into consideration to ensure that the digital content is effective and enhances the learning experience.



materials

**Digital learning materials should match the program, curricula and learning objectives.** Whether the content is made for students, trainees, employees, etc., it should be based on the respective program/curricula/qualification level and should aim to achieve the learning objectives. We will talk about this in details in the next session.

**1. Digital learning materials should be based on the domain's main concepts and be up-to-date with the domain's development.** Providing up-to-date materials mean that the materials should be based on the domain's latest achievements and they should be frequently updated even after digitalization.

**Fig. Main principles and criteria for effective digital learning**

### 2. Digital learning materials should support logical order in activities and given information:

According to didactic principles, the learning material should provide a gradual shift:

- from already-given information to the new one;
- from what is easier to what is more complicated;
- from what is simple to what is more complex;
- from concrete to abstract concepts;
- from specific to general etc.

### 3. Digital learning materials should provide a various and improvement-prone assessment system:

The digital learning materials should make possible formative and summative assessment for a better understanding of the learner's progress, difficulties and gaps. The materials should also make possible not only the traditional assessment form the teacher to the learner, but also peer-to-peer and self-assessment. This rich assessment system combined to the platform's functionalities in terms of instant feedback creates a more powerful and meaningful engagement on the learning process and supports the teacher to better understand what needs to be improved.

#### Box 1: Ways to support an efficient assessment system for digital learning materials

- Real-time questions, discussions, short tests etc., to understand if the information is being properly absorbed.
- Peer-to-peer assessment instruments e.g. group assignment, role-playing games etc.
- Self-assessment instruments, e.g by making the learner ask himself questions as:
  - o Was this easy or difficult for me to understand?
  - o Did I properly understand the main concepts?

- Did I take into consideration all possible methods/approaches to solve the problem?
  - What should I work on more?
  - One a scale 1 to 10, how would I score myself?
- Instant feedback questions/quizzes by including the right answer.

**4. Digital learning materials should ensure a learner-centered approach:**

The learner should be at the heart of the digital learning materials and the activities included. Whether he/she is learning at class or at home, led by the teacher or independently, the learner should feel that the learning material is oriented towards him/her. This could be achieved by taking into consideration the learner's profile, needs and interests, as well as by inserting examples of the typical learner's everyday life (e.g. we can integrate a study case on professional practice if the learner is currently on apprenticeship).

**5. Digital learning materials should encourage engagement and interactivity:**

In order to be effective, the digital learning material should stimulate all the learners to engage in the learning material, whether supervised by the teacher or learning on their own. The content should make the learner immerse in the learning process and keep him focused and active. In the same time, the digital content should promote interactivity between teacher and learners, as well as peer-to-peer interactivity.

**Box 2:** Ways to promote engagement and interactivity through digital learning materials

- discussions, surveys, brainstorming sessions;
- problem-solving questions;
- case studies to be interpreted;
- tests and quizzes;
- group assignments;
- role-playing games.

**6. Digital learning materials should stimulate the learner's creativity:**

The activities integrated in the learning materials enhance the learner's sense of creativity. Viewing at problem or situation from different perspectives, thinking outside the box and triggering emotional development should be at the core of the learning materials.

**Box 3:** Ways to stimulate creativity through digital learning materials

- Activities that encourage independent work.
- Problems or situations that have several solution alternatives.
- Images, graphics or videos to be interpreted
- Questions or discussion topics as:
  - What do you think of, when you hear the word ...?
  - How would you have acted if you were in his or her place....?
  - What would you suggest in this case?
  - Could there be a more efficient way to obtain the same result?
  - For what other purpose could it be used?

**7. Digital learning materials should support and promote inclusiveness:**

Digital learning materials should be inclusive and suitable to all categories, without disadvantaging or discriminating learners for physical, cognitive, gender, racial or ethnic reasons.