

# Request for Proposals

## DIGITALIZATION of VET in ALBANIA

### OPEN INTERNATIONAL TENDER

Reference number	24-03-S4J (use the number as reference in the Main Envelope of the application)
Location	Albania with special focus in Shkodra, Lezha, Tirana, Elbasan, Berat & Vlora Regions.
Type of Contract	Service Contract
Services Requested	<p>Through this Request for Proposal will be procured two different LOTs as follows:</p> <ul style="list-style-type: none"> <li>• LOT 1: Technical assistance to selected VET institutions to consolidate innovation practices and capacity building of VET staff and students including VET teachers' networks</li> <li>• LOT 2: Support the development, promotion, and improvement of Digital Learning Materials, in Albanian language</li> </ul> <p>Interested candidates may apply for one or both LOTs.</p>
Procurement Process	Open Tender Procedure, International – Request for Proposals One step process – only full proposals will be considered
Number of potential successful tenderers	One per LOT or one for both LOTs (preferably Consortium). Contract to be signed with Lead Entity in case of Consortium
Eligible applicants	<ul style="list-style-type: none"> <li>➤ Registered Entities</li> <li>➤ One entity must be registered in Albania.</li> <li>➤ Lead entity must be a for-profit entity</li> <li>➤ Tenderers are not allowed to be involved in more than one bid as part of this RfP</li> <li>➤ Tenderers committed to a validity of offer for 50 days.</li> <li>➤ Lead tenderer to prove it is not in a situation of bankruptcy</li> </ul>
Contact of the Tendering Unit	<p>Communication for this tender will only occur through email. Interested tenderers can send their questions at this email address:</p> <p><a href="mailto:al.info@swisscontact.org">al.info@swisscontact.org</a></p>

	Answers will be published on <a href="http://simap.ch">simap.ch</a> in the indicated date below in this document.
Right of Appeal	No right of appeal. Non-successful bidders will be informed of the results after contract signature with the successful bidder.
Package of Application	In one sealed envelope, <b>per each LOT</b> , please provide 3 closed envelopes, comprising the following: <b>Envelope 1:</b> Eligibility Criteria related documents (per each LOT). <b>Envelope 2:</b> Technical Proposal (per each LOT) <b>Envelope 3:</b> Financial Proposal (per each LOT)
Where to send applications	All offers will be submitted in hard copy, sealed in a covering envelope which <b>MUST</b> contain the reference number, title of the applied call and LOT (as per instruction provided in this documents), and the reference number, to: <b>Swisscontact Albania Office: Rr. Skenderbej, Vila 49, Tiranë, ALBANIA.</b> <b>Attn to: Skills for Jobs Project</b>

## Timeline for the Tender Procedure

(Includes estimations for the implementation of the services)

No.	Activity	Timeframe/Deadline
1	Publication of the call, on <a href="http://simap.ch">simap.ch</a>	21.03.2024
2	Deadline to send Questions (3 weeks after publication)	11.04.2024
3	Publication, on <a href="http://simap.ch">simap.ch</a> , of Answers to the Questions	15.04.2024
4	Deadline to submit full proposals (44 days after publication)	03.05.2024 (@14:00)
5	Evaluation timeframe	06 – 24.05.2024
6	Selection date	28.05.2024*
7	Notification of winning tenderer	30.05.2024*
8	Negotiation of contract timeframe	03-06.06.2024*
9	Contract signature	12.06.2024*
10	Commencement of service provision	17.06.2024*
11	Completion date of the services – LOT 1	30.06.2025
	Completion date of the services – LOT 2	30.06.2026

\* Estimated

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## 1. BACKGROUND

### Background and project description

[Swisscontact](#) is an independent, non-profit Swiss foundation dedicated to promoting economic, social, and environmental development. Swisscontact's development work focuses on private sector-led, sustainable economic development with improved quality of life for all in developing and emerging countries. A key focus is to strengthen the skills of individuals and foster the competitiveness of companies.

[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 (2022-2025), with specific focus on promotion of employment opportunities and skills development.

The overarching goal of S4J is to contribute to an improved inclusive Albanian Vocational Education and Training (VET) system and increased competitiveness of the Albanian economy, by facilitating access to gainful employment and income for young women and men from diverse backgrounds, as VET providers transition into multifunctional centers. The project actively promotes modern teaching and learning practices through fostering work-based and blended learning, leveraging digitalization as an instrument. S4J supports VET institutions in strengthening their internal processes and management, while also collaborating with industries and national authorities to update and diversify the VET offer, ensuring they align with labor market needs.

The project is in its third phase, S4J 3, which started in July 2023 and will last until June 2027. During this phase, the project aims to create training and employment opportunities for up to 29,400 Albanian women and men, including youth and special needs groups. S4J will facilitate the horizontal transfer of key **innovation objects**/processes previously promoted in the project's previous two phases, expanding their reach to other VET providers and companies, through capacitated and empowered **transfer agents**. This phase will focus on further consolidating and documenting these innovations to facilitate scaling, transfer, and institutionalization within the VET system, both in the public and private sector.

#### **Component 1: Access to quality VET offer**

Services and interventions in this component focus on strengthening VET providers by: promoting modernization of VET and integrating digital solutions in the vocational teaching process; improving planning, internal monitoring, and other quality development processes; strengthening the development unit (DU) and improving its service provision capacities; and, designing and developing models for continuous professional development (CPD) of VET staff.

#### **Component 2: Private sector engagement in VET**

Services and interventions in this component focus on consolidating and improving the participation of the private sector in the governance, design and delivery of VET programs in partnership with VET providers by: strengthening the cooperation between VET providers and companies; promoting and

consolidating regional networks of companies and supporting Business Membership Organizations (BMOs) to engage in skills development; increasing capacities of companies and VET providers to design and deliver quality apprenticeships and in-company work-based learning; capacitating companies to contribute to the identification of skills needs, design and delivery of new professional qualifications and curricula.

S4J 3 focuses on consolidating the initiated innovation objects at the provider level by preparing VET institutions to integrate the innovations throughout their organization – a process known as vertical transfer - and coaching these institutions to share and transfer the consolidated innovation processes to other selected providers and companies - horizontal transfer. Interventions implemented in this phase aim to build an enabling environment that promotes the transferability and long-term sustainability of these innovation processes within the Albanian VET system.

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In the following section, we delve into the foundational principles guiding our work, the comprehensive set of interventions undertaken by the project over the past seven years to advance the digitization of VET in our partner institutions, and, at a later stage, on a national scale. The goal is to provide potential collaborators with a deeper understanding of the assignment. Ideally, we hope that bidders will be able to leverage this philosophy, the amalgamation of past interventions, the results achieved, and the lessons learned to formulate a robust proposal. Such a proposal should empower our partners and beneficiaries, including VET providers, companies, and learners, to fully harness the potential of technology. This will facilitate the promotion of high-quality vocational education and training, an increasingly pivotal role for the private sector in delivering top-notch VET, and a smoother transition from school to work for young individuals pursuing VET in Albania.

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From the outset of Phase 1 (commenced in May 2016), S4J has systematically introduced New Ways of Inclusive Learning (NWoIL), educational technologies, and blended learning as primary teaching methodologies for partner VET institutions. The project has followed a flexible and multidimensional strategy based on good practices and tailored to the Albanian context. A cyclical approach, informed by annual pilots, allowed for the continuous enhancement of interventions and the expansion of their impact. The project embraced an "early adopters" approach, closely supporting select teachers and instructors who acted as champions of blended learning in their school environments.

In the design of the second phase (2019 - 2023), the project aimed to gradually support a limited number of teachers in the development of digital learning materials for combined online and face-to-face (F2F) learning. Within this framework, the project facilitated the establishment and operation of Communities of Practice (CoPs). Following this approach, partner providers, with S4J's support, engaged in various initiatives to promote blended learning and the use of educational technologies. The project's vision is grounded in the belief that VET providers must adapt to new labor market realities where employability hinges on a combination of technical competencies and transferable skills like social communication, problem-solving, critical thinking, and flexibility. In the context of Industry 4.0, digital competencies have been considered essential for enhancing the learning experience and relevance of young professionals

in the labor market.

The COVID-19 pandemic underscored the importance of learning through Information and Communication Technologies (ICT), as physical distancing measures necessitated a shift to digital learning. Providers supported by S4J were better equipped and prepared to address this situation, both in terms of technology access and the ability to employ educational technologies to ensure business continuity within their institutions. During the pandemic, the focus shifted to implementing full-distance learning through various platforms. From the fourth year of the Second Phase, the project aims to extend its support to all VET providers in Albania, scaling up initiatives and making the innovations promoted over the last six years accessible to a broader audience. Therefore, the targeted population for the project's interventions, including this assignment, includes 18,300 VET students and 1,234 teachers and instructors.

During the previous phase, Skills for Jobs project has extensively supported the modernization of the VET providers regarding use of education technologies and development of new learning content, including the needed infrastructure investments as per the following:

### **1.1 S4J support to Digitalization of VET Offer**

The S4J initiative is dedicated to enhancing educational capacity by creating curriculum-based digital learning materials (DLM) for teachers and students, particularly in institutions with limited digital infrastructure. The project, initiated to address gaps in curriculum-based materials and the scarcity of Albanian-language teaching resources, led to the launch of Mësovet.al in 2018—a Moodle-based learning platform fostering inclusive and quality blended learning in Albania.

The development of DLM emphasizes a student-centered approach, collaboration among teachers and experts, and materials designed for both online and on-site learning. Teachers undergo training to enhance technical and pedagogical skills, allowing them to lead the design of interactive DLM aligned with learner-focused principles. Collaboration with industry experts ensures alignment with student and private sector needs, resulting in reliable, inclusive, and adaptable materials.

In parallel, S4J focuses on capacity-building for VET stakeholders—management, teachers, instructors, and students. A Digital Pedagogy training program and other initiatives aim to enhance digital competencies and modernize teaching, contributing to successful integration into the labor market.

Capacity-building efforts include programs for teachers, students, and leadership. Teachers undergo digital pedagogy training, while students engage in a comprehensive training program. Leadership

training addresses the role of leadership in digital transformation. The establishment of Digital Focal Points in schools contributes to ongoing capacity-building and coaching. S4J supports the integration of technology in teaching processes, emphasizing planning, delivery, monitoring, and documentation. The initiative encourages the use of education technologies and virtual learning platforms to enhance interactivity, alignment with pedagogical goals, inclusion, and professional growth. Blended learning models, incorporating online and in-person engagement, forums, interactive boards, and assessments, are facilitated across partner providers and beyond.

## **1.2 Knowledge Management, and Communication for Development**

Skills for Jobs places a strong emphasis on documenting, assessing, and sharing its innovations both in written and online formats, such as guidelines and microlearning tools. Effective communication among stakeholders is vital when introducing innovations, especially in modernizing and digitalizing VET. Capitalization efforts enable the project to reflect on its practices, advocate for change, and pave the way for successful scaling up, replication, and crowd-in effects. To enhance awareness, the project has adopted a communication for development (C4D) approach, giving voice to actors, encouraging participation, and fostering ownership of the innovations introduced.

Information sharing is facilitated through various activities, including documenting, and promoting innovative approaches be it in the form of booklets or peer exchange events. These activities foster networking and benefit school directors and teachers. Communities of Practice (CoPs) have also been instrumental in sharing experiences and best practices among VET teachers. The "Frymëso" Facebook group, with around 950 members, serves as a virtual community where teachers connect to share insights, ideas, and resources, with the aim of promoting effective teaching methods and solutions.

## 2. CONTEXT OF THE ASSIGNMENT

In Albania, the digitalization of VET is a crucial component of national strategies to promote digital skills and innovation in alignment with labor market needs. The Skills for Jobs Project, guided by national agencies, has been instrumental in this transformation. During the second phase, a 'National Roadmap for the ICT-Supported Modernization of Albanian VET' was established, focusing on creating modern learning environments through digital solutions.

The S4J Project has developed various digital tools, including blended learning, online assessments, and accessible content, aiming to enhance digital competencies among educational institutions, teachers, and students. The objective is to make VET more appealing to youth by aligning with modern learning preferences and employment demands. Substantial investments in physical and digital infrastructure have been made to support the digitalization of VET institutions, creating optimal educational environments.

The project introduced digital platforms and systems to elevate the learning experience, preparing students for the evolving job market. Digital advancements, such as blended learning and interactive content, not only improved capacities but also attracted more individuals to VET. Teachers undergo continuous training to adapt to the evolving digital education landscape, meeting the demand for blended and online learning.

A new role was also established "The Digital Focal Point", a teacher supporting the development of digitalization in VET schools by providing technical and pedagogical assistance to teachers and students in their endeavor to use digital platforms in teaching/learning.

The S4J team provided technical assistance and invested in infrastructure, conducting comprehensive assessments and training on technology usage. Co-financing and sponsorship from various donors were sought to fund infrastructure investments. Project partner schools gained access to the MësoVET.al platform, aiding teachers in innovative teaching methods and supporting efficient institutional management.

The project focuses on exposing students to emerging technologies, industry standards, and relevant skills, preparing them for the job market. Beyond infrastructure, the project supports teachers' professional development, provides attractive digital content, and contributes to the overall quality of vocational education. The forthcoming phase will consolidate digital integration in VET institutions, emphasizing capacity building, digital learning platforms, and knowledge management, aiming to empower individuals with digital skills until the project's conclusion on June 30, 2027. In this third phase, the primary focus is on further supporting the modernization of VET institutions. To achieve this, the S4J Project will continue to empower relevant stakeholders, further establish the role of "Digitalization Focal Points" in champion VET providers, develop and improve digital learning materials for all directions of selected schools, build capacities through training and coaching of teachers, leadership and students with the focus on new teachers and teachers that have digital materials available for the subjects they teach, strengthen exchange among teachers networks, and capacitate VET staff that can disseminate innovative practices in the country.

The project team aims to develop consolidate and disseminate these innovations in 6 VET providers/MFCs



while supporting other VET schools in the process via various cooperation modalities. The project team intends to undertake interventions in **2 key areas**:

1. consolidating existing results and capacity building of teachers, students, and school leadership; and
2. developing and improving curricula based digital learning materials for blended learning.

### 3. SCOPE OF WORK

Our extensive experience working with VET providers since 2016 has demonstrated that the integration of educational technologies in the teaching process offers numerous benefits for students and teachers alike. While students actively engage through online interactions, participating in discussions, receiving instructions, and assessing their knowledge independently, teachers rely on digital platforms to better organize and deliver the learning and assessment process.

Nevertheless, challenges persist in implementing these strategies. Not only the continuation of traditional approaches in teaching, but also limited digital competencies among teachers and students present another hurdle, as does the struggle of teachers to effectively utilize virtual learning platforms. Uneven access to devices and the internet can limit the reach of these technologies. Planning for blended learning requires time and creativity, and there is often a lack of awareness about the potential benefits and support offered by blended learning approaches.

In line with the National Employment and Skills Strategy 2030 (NESS 20230) and the National Roadmap on ICT- supported modernization of VET and considering the advantages and challenges mentioned above, the project team seeks an entity or entities to support the achievement of the following objectives within the scope of work:

1. VET teachers and students actively engage in contemporary learning modalities based on digital learning materials and education platforms.
2. VET institutions promote effective ICT-supported learning/teaching approaches to support students' skills.

Until June 2025, the project will work closely with 6 selected schools, namely Kolin Gjoka School in Lezhë, Technical Economic School in Tirana, Hamdi Bushati School in Shkodra, Tregtare School in Vlora, Kristo Isak in Berat and Shkolla Profesionale Elbasan- while cooperating with other VET providers in various modalities to consolidate and transfer the selected innovation practices. Following the consolidation process of the innovative practices related to the digitalization of the teaching process, all public VET providers interested and ready to implement digital solutions developed by S4J will be supported from mid-2025 until March 2027.

To support this process, a Call for Proposals is designed, which consist of two lots:

**LOT 1, to be delivered from June 2024 to June 2025** aims at consolidating existing innovation objects with selected champion institutions (3) and schools which the project will support further (another 3). This LOT focuses on i) strengthening the role of digital focal points in schools; ii) capacity building of teachers, students and leadership through training and coaching; iii) consolidate the use and management of digital solutions in the teaching process; iv) facilitate the consolidation of innovative practices in selected VET providers v) Support and promote experience sharing and knowledge management through capitalization of best practices, fostering a culture of exchange within VET teachers' networks and strengthening the FRYMESO community.

**LOT 2 to be delivered from June 2024 until June 2026** is dedicated to developing and improving/updating existing digital learning content. The focus will be to provide digital learning materials for all directions of the selected VET institutions (6) (see annex 1 attached to this RfP on the curriculum analysis) meaning that all the directions in these schools must have digital learning materials available (for the theoretical learning subjects) until July 2026. This LOT focus on: i) Develop Digital Learning Materials in Albanian for all directions of 6 champion VET institutions (focus only in vocational theory subjects); ii) pilot software as learning materials for selected directions; iv) coaching teams of teachers, digitalization experts and instructional designers throughout the process of developing, updating and promoting DLMs.

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The successful bidder/s (whether a sole entity or consortium) will be sub-contracted to implement LOT 1 over a period of 12 months, and LOT 2 over a period of 24 months. It's preferable for bidders to form consortia where different entities bring specific expertise and ample resources to design and deploy solutions based on the requirements outlined in the Terms of Reference in this Call for Proposals. Leveraging educational technologies is vital in both raising awareness and capacitating our beneficiaries in using technologies to enhance teaching.

The interested bidders can apply either for one of the LOTs or for both LOTs. Separate proposals shall be provided for each LOT. Please bear in mind that all recipients of the services envisaged in this RfP shall receive support, capacity building, and all materials in the official Albanian language. For this reason we have made it mandatory that one of the entities participating in the consortium is registered (and operates) in Albania.

Below we provide more detailed for each LOT part of this RfP.

#### 4. LOT 1.A. Technical assistance to selected institutions for capacity building of teachers, students, management, and digital focal point.

In this endeavor, we aim to comprehensively offer technical selected providers (6) to consolidate and transfer vertically the selected digital solutions (Blended Learning, Digital Learning Materials, Online Formative and Summative Assessment etc). We propose to do this through capacity building initiatives such as training and coaching for students, teachers, and school management to use and promote digital solutions in the teaching process in their institutions. Below we detail the needs for capacity building initiatives proposed for each of the actors and suggested modalities of capacity building.

1. **Capacity building for students** (*train at least 2000 students in 6 VET providers*): To empower VET learners, our primary objective is to provide comprehensive capacity building opportunities, focusing initially on 3 champion VET institutions, and subsequently expanding to support other 3 VET providers. This capacity building program for students should be delivered during the Academic Year 2024-2025.

Propose a methodology for increasing capacities of VE students in 6 vocational education institutions. The aim is to enhance their learning experience and digital skills which in turn should facilitate a successful labor market insertion for students. We propose to cover several key themes including:

- **How to use digital learning platforms:** Aiming to equip students with the necessary skills to navigate and utilize several tools and platform effectively.
- **How to acquire new digital skills:** Ensuring students acquire the digital competencies essential for modern education and future employability.
- **Introduction of Educational Technologies and Learning through technology:** Introducing educational technologies and the dynamics of learning in a digital environment

Propose, design, and deliver advertising campaign to inform and create an interest among learners to enroll in the designated courses. Upon completing this capacity-building program, learners are expected to:

- **Boost their digital skills** and develop a solid digital intuition to effectively use various digital technologies, applications, and tools.
- **Cultivate a new learning mindset and apply acquired digital skills** to support their learning process, whether guided by teachers or through self-directed learning.

See annex 2 attached to this RfP for a detailed analysis of student population in 6 providers.

See annex 3 attached to this RfP for the Student Evaluation Report 2022-2023.

2. **Strengthen the role and Capacity-Building for VET Provider's Digital Focal Points** (6 in total): For the modernization of VET providers, it's crucial to assess and redefine the role of Digital Focal Points, (i.e. teachers that support their colleagues and students to use digital learning platforms such as the Moodle based platform Meso VET) ensuring they meet the evolving needs of staff and

students. The key components of this capacity-building initiative shall include:

- **Develop and deliver tailored training programs:** Develop customized training and coaching programs for Digital Focal Points to support the modernization of VET providers. Offering both face-to-face and virtual training sessions for Digital Focal Points.
  - **Support Digital Focal Points in utilizing digital solutions** Ensuring Digital Focal Points can effectively employ the digital solutions and virtual platforms proposed by S4J team.
  - **Establish a support system** Analyze and assist to integrate the Digital focal point role within existing school structure with clear responsible network and other internal processes.
  - **Develop a step-by-step guideline** for the digital focal points on how to assist VET teachers and leadership to use digital learning platform.
  - **Detail a work plan with clear objectives and indicators for the selected *Digital Focal Points***
- 3. Capacity-Building for VET Provider’s Management** and administrative staff (including all principals, deputy principals, Development Unit chairpersons, and heads of teaching departments (*at least 40 VET management staff*) in 6 VET institutions. We recognize that school management plays a pivotal role in the effective use of ICT-supported solutions for teaching and administrative processes. Therefore, this initiative aims to:
- Capacitate and help school management to **utilize existing ICT-supported solutions for teaching and other school processes including “Digital Archive” via digital platforms proposed by S4J**
  - **Develop a guideline and protocol** for establishing, using, and maintaining the digital archive
  - "Crash course" on VET providers' **modernization based on ICT solutions**, encompassing planning, documenting, monitoring, and assessment of the teaching processes.

The training sessions/events for VET management personnel during the Academic Year 2024-2025 shall focus on key topics:

- **The significance of educational technologies:** Highlighting the role of educational technologies in improving the quality of teaching and learning.
- **Utilizing digital solutions for various school processes:** Offering insights into using digital solutions for various administrative functions, such as planning, documenting, digital archiving, monitoring, and assessment via digital platforms proposed by S4J.

At the conclusion of this capacity-building initiative, management representatives are expected to:

- **Internalize** and articulate the **relevance of educational technologies** in enhancing the quality of teaching and learning.
- **Integrate digital technologies** proficiently into **school plans, policies, and strategies**, driven by related pedagogical and digital competencies.
- Demonstrate a **proactive attitude toward the digital transformation** of the VET system, consistently promoting the integration of educational technologies and interactive learning methods

- 4. Capacity building of Teachers** (*at least 200 teachers with the focus on coaching new teachers and teachers with available digital learning materials in 6 VET providers*)

S4J plans to embark on a comprehensive capacity-building initiative for VET teachers. This capacity building program aims to elevate teachers' digital pedagogy competencies, covering everything from ICT integration in the teaching process to the creation and updating of engaging digital content. Using established training methods and resources, teachers across various skill levels shall be empowered. Anticipated outcomes include adept use of digital tools, effective blended learning implementation, and the fostering of interactive and adaptable teaching methods.

- **Conceptualize an innovative training program for boosting the pedagogical and digital capacities of teachers** (focus on vocational theory, and vocational practice teacher) through training and a coaching modality envisaging that teachers receive training and coaching for 36 hours of training and 10 hours of coaching during the Academic Year 2024-2025. The focus of the capacity building shall include, but not be limited to, the following main themes:
  - Development and use of Quality digital learning materials
  - Planning and using Blended Learning.
  - Planning and using technology based formative and summative assessment
  - Class management for Blended learning
- **Propose, design, and execute a promotion campaign** to attract VET teachers from selected VET institutions to enroll in the training programs. Emphasize the comprehensive understanding and advantages these capacity-building programs offer.

#### **Expected Outcomes:**

Upon completion of the capacity-building, teachers should be able to:

- **Demonstrate digital skills** and **technical and pedagogical competencies** for integrating digital solutions into teaching and learning.
- **Apply blended learning** effectively based on their pedagogical and digital competencies.
- Make **effective use of digital learning platforms**, including online formative and summative assessment.
- **Update and create engaging digital content** to foster interactive and adaptable teaching methods.

See annex 4 attached to this RfP for a detailed analysis of the teachers in 6 VET institutions.

See annex 5 attached to this RfP for the school's assessment related to ICT-Supported modernization of VET providers Roadmap 2030.

See Annex 6 for the latest annual CPD plan in 6 partner providers.

## 4.1 LOT 1.B. Strengthen VET Teachers 'Networks to support Knowledge Management and Sharing'

This initiative seeks to foster a vibrant culture of knowledge exchange through the establishment of a robust VET teachers' network, in the form of Community of Practices (CoP) involving over 120 members. It aims to leverage existing successful voluntary teachers' networks with a focus on enhancing teachers' digital competencies. Additionally, the initiative encompasses peer exchange activities, content creation for virtual exchanges and communities, and a strategic approach to knowledge management, all geared towards improving efficiency and contributing to the sustainability of educational practices. The overarching goal is to facilitate collaboration, learning, and growth among educators and stakeholders within the project's scope. We propose the following steps to reach the goal:

- **Enhancing CoP Functionality:** Develop and facilitate implementation of an action plan to activate the existing CoP Frymeso established by S4J.
- By examining existing teachers network initiatives, prepare a **concept note for carrying out peer exchange activities** among schools on digitalization topics within these networks including an **Action Plan for a CoP Activation and Implementation:**
- **Peer Exchange Activities:** Organize at least **3 activities** in a peer exchange format for CoP members which can be conducted in face-to-face, virtual, or hybrid modes.
- **Content Development:** Create digital content for "Frymeso," including best practices from teachers and students, and Facebook posts (2 publications and at least 1 weekly post)

**Based on the S4J Communication for Development approach undertake the following activities:**

1. Communities of Practice dedicated to digitalization issues, engaging at least 120 engaged teacher members.
2. Peer Exchange with at least **3 activities** involving teachers, school management, and company mentors to facilitate experience sharing, utilizing virtual, face-to-face, or hybrid formats.
3. Development of **2 best cases** from teachers and students based on use of digital solutions

This approach will ensure that communication strategies are effectively integrated into the project, enhancing awareness and coordination while optimizing resources.

See annex 7 for an overview of existing CPO, Frymëso.

## 5. LOT 2. Support the development, promotion, and improvement of Digital Learning Materials, in Albanian language.

S4J is committed to enhance capacity and create curricula based digital learning materials (DLM) for teachers and students which has proven to boost the use of technologies during the teaching and learning process. Primarily, this aimed to fill gaps in curriculum-based materials and address the scarcity of Albanian-language teaching materials in selected schools.

In this endeavor, we aim to comprehensively enhance the digital learning landscape in the context of vocational education and training. Our approach is structured into distinct phases, each contributing to the overarching goal of modernizing and digitalizing the learning experience.

**Building on existing S4J methodology, develop high quality DLMs to promote Blended Learning:** Based on an initial needs assessment exercise (we have identified areas where new digital content is required and where existing content can be improved) develop quality digital learning materials based on frame curricula of selected directions and profile ([refer to table 2 for a detailed analysis](#)). Keep in mind that the digital learning materials will be developed only for the professional theory subjects. This process must include the following steps:

- Identify authors who will develop the digital learning materials – teachers and/or industry experts (at least 50% to be part of the proposal, the rest can be suggested upon signature of contract, subject to S4J approval)
- Coach them throughout the process how to design and produce Digital Learning Materials,
- Digitalize, in a digital platform, high quality Digital Learning Materials, intellectual property-free/authors rights-free (Refer to table 2)

Table 2: Detailed analysis of professional subjects to be developed

BUSINESS AND ECONOMY		
Code	Subject	Grade
L-17-635-23	General Economy	12
	General Economy	13
TEXTILE		
Code	Subject	Grade
L-01-613-23	Technical Drawing and Desing	10
L-10-018-23	Basis of Cutting	10
L-10-018-23	Basis of Cutting	11
L-10-019-23	Basis of Sewing	10
L-10-019-23	Basis of Sewing	11
L-10-614-23	Knowledge on Textile	10
L-10-614-24	Knowledge on Textile	11
L-10-021-23	Introduction to textile machinery	10
L-10-615-23	Clothing esthetics and ethnography	11
L-10-400-20	Textile Merceology	12
L-01-547-20	Intro to CAD/CAM system	12

L-33-548-20	Desing and cutting of cloths	12
L-10-215-19	Basis of Cutting	12
L-10-216-19	Basis of Cutting	12
L-10-217-19	Drawing technique	12
L-17-291-20	Organization and legislation in the textile industry	13
L-01-546-20	Designing clothes via CAD/CAM	13
L-10-293-12	Costumes and Fashion History	13
L-10-294-20	Fashion collection and marketing	13
L-10-295-12	Cloths Design	13
<b>HOSPITALITY-TOURISM</b>		
<b>Code</b>	<b>Subject</b>	<b>Grade</b>
L-13-442-22	Organization of food and hospitality structures	10
L-13-036-22	Tourism and environment	11
L-13-464-18	Services in bars and restaurants	12
L-13-500-19	Nutrition	12
L-13-490-19	Travel and Tourism Services	12
L-13-492-19	Finance of touristic enterprises	13
<b>SOCIAL HEALTH CARE</b>		
<b>Code</b>	<b>Subject</b>	<b>Grade</b>
L-20-468-23	Professional Ethics and Legislation	10
L-20-087-23	Psycho-pedagogy	10
L-21-469-23	Basis of human anatomy	10
L-21-089-23	Social education and hygiene	10
L-21-089-23	Social education and hygiene	11
L-20-090-23	Basis of social intervention	11
L-21-091-18	Medicinal and alternative medicines	11
L-21-470-23	Basis of human physiology	11
L-21-306-20	General pediatrics	12
L-20-307-20	Pediatrics psychology	12
L-17-276-22	Health economy	13
L-20-277-22	Legal framework of the social-health system	13
L-20-594-22	Social and Health Care	13
L-26-278-22	ICT in Social and Health Care	13
<b>ICT</b>		
<b>Code</b>	<b>Subject</b>	<b>Grade</b>
L-26-210-21	Computers and Network Architecture	12
L-26-564-21	Coding via C++	12
L-26-566-21	Cyber security	13
<b>THERMOHYDRAULICS</b>		
<b>Code</b>	<b>Subject</b>	<b>Grade</b>
L-01-535-20	Technical Draw	10
L-01-535-20	Technical Draw	11
L-37-536-20	Basis of thermal hydraulics	10



L-37-536-20	Basis of thermal hydraulics	11
L-02-537-20	Knowledge on buildings	10
L-37-538-20	Hydraulic installations	10
L-37-538-20	Hydraulic installations	11
L-37-539-20	Heating and ventilations systems	10
L-37-539-20	Heating and ventilations systems	11
<b>ELECTROTECHNICS</b>		
<b>Code</b>	<b>Subject</b>	<b>Grade</b>
L-11-592-22	Electrotechnics and electrical and electronic measurement	11
L-11-593-22	Health and safety at work	11
L-11-185-20	Electrical Technology	12
L-11-186-20	Power supply of civil and industrial spaces	12
L-11-534-20	Automatization Technology	12
L-11-567-21	Electrical Transmission and networks	13
L-12-568-21	Electronics and automatization processes	13
L-17-272-12	Administration and legislation in Electrotechnics	13
<b>CAR SERVICE</b>		
<b>Code</b>	<b>Subject</b>	<b>Grade</b>
L-18-595-22	Electrotechnic system engines	12
L-18-485-22	Electric, electrotechnics and computer systems in automotives	12
L-18-543-23	Automotive body services	12
L-18-633-23	Construction and servicing of electrical and hybrid automotives.	13
<b>CONSTRUCTION</b>		
<b>Code</b>	<b>Subject</b>	<b>Grade</b>
L-01-001-21	Technical Draw	10
L-01-001-21	Technical Draw	11
L-02-002-21	Construction materials	10
L-02-365-15	Construction mechanics	10
L-02-004-21	Construction Techniques	10
L-02-004-21	Construction Techniques	11
L-02-005-21	Construction works and machineries	10
L-02-006-15	Building constructions	11
L-02-413-21	Drawings of construction and decorative elements	12
L-02-414-21	Technique of decorative works	12
L-02-415-21	Technique of patination and painting works	12
L-02-416-21	Technique of supporting constructions	12

**Pilot Software as Learning Materials:** Together with industry experts and professional theory teachers, propose a curated list of industry software suited for use as learning materials in school-level curricula (concentrate on one of the directions offered by the 6 selected VET providers). For the select study direction provide an action plan to pilot the industry software as digital learning materials to be further implemented.

**Coach the established teams for DLM Development and update:** Propose a coaching methodology and curricula to be implemented with selected teachers and teams of teachers in partner schools, guiding them through the implementation of the Swiss-designed S4J methodology for developing digital learning materials. Our approach encompasses support for developing content in alignment with frame curricula developed by NAVETQ and uploading high-quality DLMs on Mesovet.al.

**Promote and share** widely the developed and improved DLM. The newly developed and updated digital learning materials should be widely promoted and shared among teachers and schools (present concept of promotion, dissemination and sharing of DLM in the proposal).

## 6.ELIGIBILITY CRITERIA

The framework below will be used to assess eligibility criteria, per each LOT. It includes eligibility criteria and the modality to verify information provided:

Evaluation Form (Template) - PART 1		
Qualifying Criteria (Pass/Fail Assessment)	Yes	No
All documents necessary to prove the Tenderer or Consortia of Tenderers satisfy the qualifying criteria indicated, must be inserted in <b>Envelope no. 1: Eligibility</b>		
The tenderer is a registered entity. In case of a consortia, all tenderers in the consortia are registered entities. The proof is: <i>'copy of a registration document issued by the respective national authority in the country in which each tendering entity is registered'</i> .		
One entity tendering is registered in Albania, with active status. The proof is: <i>Extract issued by the National Registration Centre not earlier than 10 weeks before the deadline for submitting the Proposals.</i>		
The Lead Tenderer is registered as a for-profit entity. The proof is: <i>'copy of a registration document issued by the respective national authority in the country in which the entity/ies is/are registered'</i>		
Lead tenderer is not in a bankruptcy situation. The proof is: <i>a document from the respective national authorities, not earlier than 10 weeks before the deadline for submitting the Proposals, clearly stating the entity/ies is/are not in a situation of bankruptcy.</i>		
Tenderers are only applying in this one Proposal/Offer. The Proof is: <ul style="list-style-type: none"> <li>- Declaration of Exclusivity</li> <li>- Evaluation Panel Members verify whether any entity in the Proposal is part in another proposal before moving to the next steps in the evaluation process. (In case one tenderer is part in more than one offer, all offers where the given tenderer/s participate will fail to move to the next steps of the assessment.</li> </ul>		
The tenderer or consortia of tenderers have committed to underwrite Swisscontact's Code of Conduct, SDC'S Code of Conduct, and comply with Albanian Legislation. The Proof is: A declaration from the tenderer or each tender consortium member, stating clearly agreement to comply.		
The tenderer or consortia of tenderers have committed to the validity off the offer for a period of minimum 50 days. The Proof is: <i>A declaration clearly stating the tenderer or the Consortia of tenderers guarantee the offer remains valid for a minimum period of 50 days from the deadline for submitting Proposals.</i>		
Does the tenderer or consortia have proven satisfactory documentation to prove they meet ALL 7 qualifying Criteria and therefore they pass to the next round of assessment?		
<i>If the answer is no, the tenderer or consortia of tenderers is not eligible and therefore will not pass to the next round of assessment.</i>		
Panel Member		
_____		
Name		Surname
_____		
Signature		
Date: _____/_____/2024		

## 7. EVALUATION CRITERIA, WEIGHTS AND FORM(S)

Initially, the evaluation committee investigates whether tenderers (sole entity or consortium) meet the qualifying criteria based on documents presented in Envelope no. 1. Those qualifying enter in the second stage: *assessment of the technical proposal*. Those receiving a min. of 75% of the points (52,50 points) enter the third stage: *assessment of financial proposal*. Initially the financial proposals will be to check for i) arithmetical errors and ii) discrepancies between amounts proposed in the technical proposal and what is presented in the financial proposal. In case of discrepancies that confuse the evaluation committee on the financial offer and the link to the technical proposal, the committee may decide to consider the proposal no further. Below find the **detailed table** with evaluation criteria, weights for each (sub)criteria and the forms the Evaluation Panel will use when assessing Proposals.

The Evaluation Panel will use three methods of assessment:

Description of Scoring Methods	
<b>Pass / Fail</b>	If the bidder's tender does not satisfy the required criteria the bidder is eliminated from the competition.
<b>Quality</b>	The relevant material relating to the specific sub-criterion is evaluated and scored using a standard 0-5 scoring scheme (below).
<b>Price</b>	The lowest price-proposal will be awarded full marks (30 points). The more expensive proposals will be ranked and scored in direct proportion to how much more expensive they are then the lowest price.

**The 0-5 Scoring Scale:** will be used by the Evaluation Panel for the Quality Assessment Method.

0-5 Scoring Scale	
0	No response is provided or the response is not relevant to the question.
1	The response significantly fails to meet the standards required, contains significant shortcomings and/or is inconsistent with other proposals.
2	The response falls short of achieving the expected standards in a number of identifiable respects.
3	The response meets the requirement in certain material respects and provides certain information that is relevant, but which is lacking or inconsistent in material respects.
4	The response meets the requirements in most material respects, but is lacking or inconsistent in some minor respects
5	The response meets the requirements in all material respects and is extremely likely to deliver the required output/outcome.

## The Assessment Form - Technical Proposal, PART 2

Evaluation Form (Template) - PART 2 – LOT 1												
<b>Technical Criteria (Quality Assessment combined with Fail/Pass Assessment)</b> Assessment Panel members must assess only based on what is provided in the Proposal presented, in <b>Envelope no 2: Technical Proposal</b>												
No.	Criteria	Scoring Scale					x	Weight	x20=	Score		
<b>1. Profile of Tenderer or Consortia of Tenderers</b>											<b>Weight: 20%</b>	
1.1	Relevance of Portfolio with topics in the CFP											
1.1.1	Virtual Learning Environments	0	1	2	3	4	5	x	4%	x20=		
1.1.2	Digital Learning Materials development, Digital Learning, Blended Learning	0	1	2	3	4	5	x	4%	x20=		
1.1.3	Training on Pedagogical Competencies, Training of Teachers	0	1	2	3	4	5	x	4%	x20=		
1.1.4	Knowledge Management, Communication for Development	0	1	2	3	4	5	x	4%	x20=		
1.2	Previous Relevant Experience in Albania	0	1	2	3	4	5	x	2%	x20=		
1.3	Previous Relevant International Experience	0	1	2	3	4	5	x	2%	x20=		
<b>Sub-Score 1</b>												
<b>2. Understanding of the Assignment</b>											<b>Weight: 5%</b>	
2.1	Conceptual Clarity and the Topics Based on the RfP Information	0	1	2	3	4	5	x	3%	x20=		
2.2	Clarity on Recipients of the Services Envisaged in the RfP	0	1	2	3	4	5	x	2%	x20=		
<b>Sub-Score 2</b>												
<b>3. Methodology</b>											<b>Weight: 25%</b>	
3.1	How Approaches and Main Activities Proposed Address Needs	0	1	2	3	4	5	x	4%	x20=		
3.2	Feasibility of Approaches and Implementation	0	1	2	3	4	5	x	4%	x20=		
3.3	Synergy Between the Different Work-Packages/Topics	0	1	2	3	4	5	x	3%	x20=		
3.4	Quality of the Products/Solutions Offered	0	1	2	3	4	5	x	5%	x20=		
3.5	Timely Delivery	0	1	2	3	4	5	x	3%	x20=		
3.6	Innovation Elements	0	1	2	3	4	5	x	3%	x20=		
3.7	Sustainability of Solutions Proposed	0	1	2	3	4	5	x	3%	x20=		
<b>Sub-Score 3</b>												
<b>4. Team</b>											<b>Weight: 15%</b>	
4.1	Team Composition/Organisation of Work Split Among Members	0	1	2	3	4	5	x	3%	x20=		
4.2	Level of Relevant Competence of Team Members and Collaborators to Be Hired to Deliver Designated Services/Products	0	1	2	3	4	5	x	6%	x20=		

Evaluation Form (Template) - PART 2 – LOT 1											
<b>Technical Criteria (Quality Assessment combined with Fail/Pass Assessment)</b> Assessment Panel members must assess only based on what is provided in the Proposal presented, in <b>Envelope no 2: Technical Proposal</b>											
4.3	Availability of Technical Human Resources to Deliver Proposed Products/Services	0	1	2	3	4	5	x	6%	x20=	
<b>Sub-Score 4</b>											
<b>5. Work Plan</b> <span style="float: right;">Weight: 5%</span>											
5.1	Clarity of Activities to Be Held and Timeframe	0	1	2	3	4	5	x	3%	x20=	
5.2	Balance Between Activities Time-Wise	0	1	2	3	4	5	x	2%	x20=	
<b>Sub-Score 5</b>											
<b>OVERALL Score Technical Proposal*</b>											
<i>*Overall number to be rounded up with the second decimal</i>											
Has the proposal met the threshold of <b>52,50 points</b> (75% of the weight of the Technical Proposal)											
One member of the Evaluation Panel, in the presence of the Panel, summarises the points received by each tenderer or consortia of tenderers, to calculate the average score received. If the average score is below <b>52,50 points</b> the tenderer of consortia of tenderers fails to move to the next step of assessment.											
Based on the calculation of the average score, does the tenderer or consortia of tenderers pass or fail to move to the next step of assessment?									Fail	Pass	
Panel Member											
<hr/> Name                      Surname											
<hr/> Signature											
Date: _____/_____/2024											

Evaluation Form (Template) - PART 2 – LOT 2												
<b>Technical Criteria (Quality Assessment combined with Fail/Pass Assessment)</b> Assessment Panel members must assess only based on what is provided in the Proposal presented, in <b>Envelope no 2: Technical Proposal</b>												
No.	Criteria	Scoring Scale							x	Weight	x20=	Score
<b>1. Profile of Tenderer or Consortia of Tenderers</b>											<b>Weight: 20%</b>	
1.1	Relevance of Portfolio with topics in the CFP											
1.1.1	Virtual Learning Environments	0	1	2	3	4	5	x	4%	x20=		
1.1.2	Digital Learning Materials development, Digital Learning, Blended Learning	0	1	2	3	4	5	x	4%	x20=		
1.1.3	Training on Pedagogical Competencies, Training of Teachers	0	1	2	3	4	5	x	4%	x20=		
1.1.4	Knowledge Management, Communication for Development	0	1	2	3	4	5	x	4%	x20=		
1.2	Previous Relevant Experience in Albania	0	1	2	3	4	5	x	3%	x20=		
1.3	Previous Relevant International Experience	0	1	2	3	4	5	x	1%	x20=		
<b>Sub-Score 1</b>												
<b>2. Understanding of the Assignment</b>											<b>Weight: 5%</b>	
2.1	Conceptual Clarity and the Topics Based on the RfP Information	0	1	2	3	4	5	x	3%	x20=		
2.2	Clarity on Recipients of the Services Envisaged in the RfP	0	1	2	3	4	5	x	2%	x20=		
<b>Sub-Score 2</b>												
<b>3. Methodology</b>											<b>Weight: 25%</b>	
3.1	How Approaches and Main Activities Proposed Address Needs	0	1	2	3	4	5	x	5%	x20=		
3.2	Feasibility of Approaches and Implementation	0	1	2	3	4	5	x	5%	x20=		
3.3	Quality of the Products/Solutions Offered	0	1	2	3	4	5	x	5%	x20=		
3.4	Timely Delivery	0	1	2	3	4	5	x	3%	x20=		
3.5	Innovation Elements	0	1	2	3	4	5	x	4%	x20=		
3.6	Sustainability of Solutions Proposed	0	1	2	3	4	5	x	3%	x20=		
<b>Sub-Score 3</b>												
<b>4. Team</b>											<b>Weight: 15%</b>	
4.1	Team Composition/Organisation of Work Split Among Members	0	1	2	3	4	5	x	3%	x20=		
4.2	Level of Relevant Competence of Team Members and Collaborators to Be Hired to Deliver Designated Services/Products *	0	1	2	3	4	5	x	6%	x20=		
4.3	Availability of Technical Human Resources to Deliver Proposed Products/Services	0	1	2	3	4	5	x	6%	x20=		

Evaluation Form (Template) - PART 2 – LOT 2												
<b>Technical Criteria (Quality Assessment combined with Fail/Pass Assessment)</b> Assessment Panel members must assess only based on what is provided in the Proposal presented, in <b>Envelope no 2: Technical Proposal</b>												
<b>Sub-Score 4</b>												
<b>5. Work Plan</b>										<b>Weight: 5%</b>		
5.1	Clarity of Activities to Be Held and Timeframe	0	1	2	3	4	5	x	3%	x20=		
5.2	Balance Between Activities Time-Wise	0	1	2	3	4	5	x	2%	x20=		
<b>Sub-Score 5</b>												
<b>OVERALL Score Technical Proposal*</b> <i>*Overall number to be rounded up with the second decimal</i>												
Has the proposal met the threshold of <b>52,50 points</b> (75% of the weight of the Technical Proposal)												
One member of the Evaluation Panel, in the presence of the Panel, summarises the points received by each tenderer or consortia of tenderers, to calculate the average score received. If the average score is below <b>52,50 points</b> the tenderer of consortia of tenderers fails to move to the next step of assessment.												
Based on the calculation of the average score, does the tenderer or consortia of tenderers pass or fail to move to the next step of assessment?									Fail	Pass		
Panel Member												
											Name	Surname
Date: _____/_____/2024											Signature	

\* The Evaluation Panel reserves the right to give a tenderer or consortia of tenderers 0 points under sub-indicator 4.2, if less than 50% of the authors to develop digital learning materials have agreed to engage and are presented in the proposal



### The Assessment Form – Financial Proposal, PART 3

Evaluation Form (Template) - PART 3		
<p><b>Financial Criteria (Price Assessment combined with fail/pass criteria)</b></p> <p>Only tenderers or consortia of tenderers who have passed the first two steps of the assessment will be considered for the financial criteria assessment.</p> <p>Assessment Panel members must assess only based on what is provided in the Proposal presented, in <b>Envelope no 3: Financial Proposal</b></p>		
<b>Financial Offer</b>	Weight: 30%	
Has the tenderer or the consortia of the tenderers included and explained all items presented in the work-plan in the financial proposal?	Yes <i>(Pass)</i>	No <i>(Fail)</i>
Are there major miscalculations that create a distortion in the financial offer?	Yes <i>(Fail)</i>	No <i>(Pass)</i>
Only if the tenderer or consortia of tenderers have passed both criteria, the proposal will move to the next step of assessment.		
Score for Price Proposal X =	$\frac{30 * \text{Price of Lowest proposal}}{\text{Price of Proposal X}} =$	
<b>Overall Score Financial Proposal*</b>		_____ points
*Overall number to be rounded up with the second decimal		
Date: ____/____/2024	<div style="text-align: right;">           Panel Member _____            Name                      Surname            _____            Signature         </div>	

S4J VAT exempt registration in process: Swisscontact/Skills for Jobs is in the process of registering with the Regional Directorate of Taxes for VAT tax rate zero percent for services and goods provided to the project. Please consider this fact when presenting your financial offer.

## 8. DOCUMENTS TO SUBMIT

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

1. **Eligibility Criteria** related documents (as explained in the table Eligibility Criteria)
2. **Technical Proposal** (as a minimum standard to include elements detailed in the evaluation Criteria and Weights Table).
3. **Financial Proposal**

Financial Proposal must be submitted in an excel format. Lump Sums will not be accepted. Please provide a description of items and prices per unit. Prices shall be provided in Swiss Francs (CHF).

S4J VAT 0% registration in process: Swisscontact/Skills for Jobs is in the process of registering with the Regional Directorate of Taxes for VAT tax rate zero percent (0%) for services and goods provided to the project – estimated to be completed within March 2024 (well before contract signature). Please consider this fact when presenting your financial offer.

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

## 9. COMMUNICATION WITH 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 *April 3, 2024*. The deadline for submitting responses from Swisscontact will be *April 5, 2024*. Responses to requests for clarification will be published on [simap.ch](http://simap.ch).

## 10. Appendix

### Key Terms

To help to navigate in the variety of terms we have attempted to define some of the key terms used in this document, related to the application in Albania and drawing on the UNESCO [TVETipedia Glossary](#).

#### **Asynchronous learning**

Participants do not communicate and interact in real-time, e.g., viewing videos on a learning platform, handing in assignments which will be evaluated later, discussing a problem in an online forum over a longer period.

#### **Blended Learning**

A combination of face-to-face activities and online activities, e.g., preparing a lesson online with presentations and assignments on a platform and discussing the solutions in the classroom.

#### **Digital technologies**

Diverse set of technological tools and resources used to transmit, store, create, share, or exchange information. These technological tools and resources include computers, the Internet (websites, blogs, and emails), live broadcasting technologies (radio, television, and webcasting), recorded broadcasting technologies (podcasting, audio and video players and storage devices) and telephony (fixed or mobile, satellite, visio/videoconferencing, etc.).” (UNESCO)

#### **Digitization, Digitalization and Digital Transformation**

There is a hype around these terms and no consensus on a definition has been established yet. In this document we follow the pragmatic distinction of [Bloomberg](#) (2018):

- **Digitization:** The process of *changing information* from analogue to digital form. In the context of VET, transforming printed textbooks or assignments into PDF-documents that can be accessed online (see chapter 1.3.5, e-content development).
- **Digitalization:** Changing *processes and social interaction* in organizations, e.g., students discussing assignments and handing them in online and discussing questions in the classroom (see chapter 1.2, e-VET solutions).
- **Digital transformation:** “*Customer-driven strategic transformation «of a whole organisation that requires cross-cutting organizational change as well as the implementation of digital technologies.*”, e.g., rethinking how young people and adults in informal labour can access vocational training and coaching (no experience in Albanian VET so far).

#### **Hybrid learning**

Synchronous modality of learning where a part of students attends the class physically, while others attend virtually.

### **Microlearning**

Microlearning is a holistic approach for skill-based learning and education which deals with relatively small learning units. It involves short-term-focused strategies especially designed for skill-based understanding/learning/education.

### **Online Learning**

Online learning refers to teaching and learning based exclusively on ICT, e.g., completing an online course without any face-to-face meetings.

### **Practical Learning**

A learning approach based on acquiring knowledge and skills by actively participating in a real-life work environment, e.g., placement in a company, workshop/kitchen/laboratory/... in VET school.

### **Synchronous learning**

Online learning occurs real-time, e.g., teacher and students presenting and discussing a topic with the help of an e-conference system with audio/video-transmission

### **Modernization**

In terms of education, modernization refers to the upgrading of the learning ecosystem, based on technology use, learner-centred teaching methods and networking, for an enhanced interactive learning experience

### **Virtual Learning Environment**

A virtual learning environment (VLE) in educational technology is a web-based platform for the digital aspects of courses of study, usually within educational institutions. They present resources, activities, and interactions within a course structure and provide for the different stages of assessment.

### **Collaborative digital learning**

An educational approach to learning that involves groups of learners working together, via digital means, to complete a task.

### **Content management system**

A content management system is an application that is used to consistently manage content (for example, documents, images, videos) and allow multiple contributors to create, edit and publish content.

### **Digital access**

The ability to participate in learning through digital means. This includes providing appropriate hardware and software to facilitate access to digital learning.

### **Digital assessment**

Assessment activities that involve students digitally creating, submitting, or completing work. Staff review this work and then either assess it using digital or analogue means to assess the work. Examples

include digital examinations, plagiarism-detection software, virtual reality simulations, video performances or digital portfolios.

### **Digital learning management system**

Digital design and delivery platform – usually accessed using devices – which enables various methods of teaching and learning delivery to be used. Through a learning management system, a provider can use, for example, video or podcasts to support and enhance digital learning methods.

### **Digital literacy**

An individual's ability to use digital information and relevant technologies to find, evaluate, create, and communicate information. This type of literacy requires cognitive and technical skills.

### **E-portfolio**

Where students are required to develop a body of digital work or evidence to demonstrate their skills in a given area, for example, games design or digital media. As with physical portfolios, e-portfolios can consist of several different types of evidence such as documents, reflective logs, images, videos, websites, blogs.

### **Flipped learning**

A pedagogical approach which provides detailed individual instruction to individual students placing the onus on them to use digital resources to gain understanding of content, concepts or theories related to learning outcomes. This happens outside of a physical space. Students are then invited into a virtual or physical space to articulate and discuss their findings and are guided by teaching staff to ensure that gaps in knowledge are filled and further enquires directed appropriately. This approach is designed to 'flip' the more didactic approach of lecture or tutorial-based instruction, followed by a more flexible approach to articulating what has been learned and any further enquiry.

### **Gamification**

Method of teaching using games principles to enhance learning and engagement. This often involves the application of game-design elements and principles in non-game contexts, for instance, a set of activities and processes to solve problems by using or applying the characteristics of game elements. Often, this manifests as students being set, and completing, a series of tasks which contribute to reaching an overall goal. The aim of this approach is to maximise students' enjoyment and engagement through capturing their interest and inspiring them to continue learning.

### **Mobile learning**

The use of mobile devices (for example, phones or tablets) and related apps in teaching and learning activity. This term can encompass more traditional learning activities (such as reading digital versions of journals), often neglected learning activities such as discussions, groupwork and creation of online content, as well as less traditional activities such as engaging in virtual simulations.

### **Platform**

In the context of e-learning, platform usually refers to applications such as virtual learning environments (VLE, such as Moodle or Google classroom) or personal learning environments (PLE).

**Podcast**

An audio file made available digitally, often a radio broadcast, which can be downloaded to a device.

**Portal**

A website that provides a ‘front door’ for links to key sources of information. A student portal might, for example, provide links to a VLE, student email, learning resources and student support services.

**Technology enhanced learning**

Technology enhanced learning is an overarching term to describe the use of technology to support learning, teaching and assessment and to enhance the student experience. Technology enhanced learning can support teaching and learning both onsite and remotely. The term “web enhanced learning” is sometimes used synonymously with technology enhanced learning; although the former is, by definition, a more focused term relating to all technology used to support learning while web enhanced learning focuses on the connectivity and the use of web-enabled resources.

**Virtual classroom**

A digital environment provided through a virtual learning platform, which replicates the physical classroom in a virtual way, allowing tutors and staff to communicate, interact and engage synchronously in teaching and learning activities.

**Webinar**

A web-based learning or training activity, usually interactive, for example, a workshop or seminar. Webinars take place synchronously using video conferencing software, with participants taking part digitally. Webinars may be recorded and made available as a video for asynchronous viewing.

**Virtual Learning Environment**

A virtual learning environment (VLE) in educational technology is a web-based platform for the digital aspects of courses of study, usually within educational institutions. They present resources, activities, and interactions within a course structure and provide for the different stages of assessment.

**User experience**

The overall experience of a person using a product such as a website or computer application, especially in terms of how easy or pleasing it is to use.

## 11. Resources

e-VET @ Albania 2030 – A roadmap to ICT-supported modernization of Albanian VET

<https://skillsforjobs.al/publications/e-vet-albania-2030-a-roadmap-to-ict-supported-modernization-of-albanian-vet/>

NEES Annual Progress Report 2020

<https://www.financa.gov.al/wp-content/uploads/2021/06/NESS-Annual-Progress-Report-2020.pdf>

Students' perceptions on S4J intervention. Annual assessment 2020. S4J, Swisscontact

(<https://skillsforjobs.al/wp-content/uploads/2020/11/STUDENTS-PERCEPTIONS-ON-%E2%80%98SKILLS-FOR-JOBS-INTERVENTION-ANNUAL-ASSESSMENT.pdf>, accessed on 22.3.22)

Distance Learning under COVID. Survey report 2020, S4J, Swisscontact.

(<https://skillsforjobs.al/publications/sa-po-funksionin-mesimi-ne-distance-rezultatet-e-sondazhit-mesues-e-nxenes-5/>, accessed on 22.3.22)

How much distance is working: results of student with student teacher. report 2020, S4J, Swisscontact.

(<https://skillsforjobs.al/publications/how-much-distance-is-working-results-of-student-with-student-teacher/>, accessed on 22.3.22)

ASSESSMENT OF THE LEARNING PROCESS IN SCHOOLS PROFESSIONAL DURING THE SCHOOL YEAR

2020-2021 (<https://skillsforjobs.al/wp-content/uploads/2021/11/VLERESIMI-I-PROCESIT-MESIMOR-NE-SHKOLLAT-PROFESIONALE.pdf>, accessed on 22.3.22)

STUDENTS 'PERCEPTIONS OF INTERVENTIONS OF THE PROJECT "WORK ABILITY" PROJECT –

EVALUATION 2021. (<https://skillsforjobs.al/wp-content/uploads/2021/11/PERCEPTIMET-E-NXENESVE-PER-NDERHYRJET-E-PROJEKTIT-AFTESI-PER-PUNE-VLERESIM-VJETOR-1.pdf>, accessed on 22.3.22)

<https://skillsforjobs.al/developing-digital-learning-materials-a-s4j-experience/>

Communication for Development Manual

[https://www.eda.admin.ch/dam/deza/en/documents/publikationen/Diverses/Communication-for-development-Manual\\_EN.pdf](https://www.eda.admin.ch/dam/deza/en/documents/publikationen/Diverses/Communication-for-development-Manual_EN.pdf)

## 12. Annexes Attached to this RfP

Annex 1: [https://skillsforjobs.al/wp-content/uploads/2024/03/Annex-1-Curriculum-Analysis-of-6-VET-Providers-final\\_ENG.xlsx](https://skillsforjobs.al/wp-content/uploads/2024/03/Annex-1-Curriculum-Analysis-of-6-VET-Providers-final_ENG.xlsx)

Annex 2: [https://skillsforjobs.al/wp-content/uploads/2024/03/Annex-2-Student-Population-Statistics\\_Final.xls](https://skillsforjobs.al/wp-content/uploads/2024/03/Annex-2-Student-Population-Statistics_Final.xls)

Annex 3: [https://skillsforjobs.al/wp-content/uploads/2024/03/Annex-3-Students-Evaluation-Report-2022-2023\\_Final.pdf](https://skillsforjobs.al/wp-content/uploads/2024/03/Annex-3-Students-Evaluation-Report-2022-2023_Final.pdf)

Annex 4: [https://skillsforjobs.al/wp-content/uploads/2024/03/Annex-4-Teachers-Statistics-in-6-VET-Providers\\_Final.xls](https://skillsforjobs.al/wp-content/uploads/2024/03/Annex-4-Teachers-Statistics-in-6-VET-Providers_Final.xls)

Annex 5: <https://skillsforjobs.al/wp-content/uploads/2024/03/Annex-5-School-Assessment-Related-to-ICT-Supported-modernization-of-VET-providers- SHQIP.docx>

Annex 6: [https://skillsforjobs.al/wp-content/uploads/2024/03/Annex-6-Annual-CPD-Plans-for-6-Providers\\_SHQIP.docx](https://skillsforjobs.al/wp-content/uploads/2024/03/Annex-6-Annual-CPD-Plans-for-6-Providers_SHQIP.docx)

Annex 7: [https://skillsforjobs.al/wp-content/uploads/2024/03/Annex-7-Overview-of-Frymeso-CoP\\_Final.docx](https://skillsforjobs.al/wp-content/uploads/2024/03/Annex-7-Overview-of-Frymeso-CoP_Final.docx)