Request for Proposals

DIGITALIZATION of VET

OPEN TENDER

Reference number	23-11-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	Through this Request for Proposal will be procured two different LOTs as follows: • LOT 1: Technical assistance to champion institutions to consolidate innovation objects and capacity building of teachers, students, management, digital focal points, and transfer agents and Strengthen Communities of Practice to support Knowledge Management and Sharing. • LOT 2: Support the development, promotion, and improvement of Digital Learning Materials, in Albanian language, to enable Inclusive Blended Learning. Interested candidates may apply for one or both LOTs.
Procurement Process	Open Tender Procedure – 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	➢ Registered Entities ➢ One entity must be registered in Albania. ➢ Lead entity must be a for-profit entity ➢ Tenderers are not allowed to be involved in more than one bid as part of this RfP ➢ Tenderers committed to a validity of offer for 45 days. ➢ Tenderers able to prove they are not in a situation of bankruptcy
Contact of the Tendering Unit	Communication for this tender will only occur through email. Interested tenderers can send their questions at this email address: al.info@swisscontact.org

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

Timeline for the Tender Procedure

(Includes estimations for the implementation of the services)

No.	Activity	Timeframe/Deadline
1	Publication of the call	22.11.2023
2	Deadline to send Questions (3 weeks after publication)	12.12.2023
3	Publication, on **simap.ch**, of Answers to the Questions	14.12.2023
4	Deadline to submit full proposals (at least 43 days after publication)	05.01.2024 (@17:30)
5	Evaluation timeframe	08-11.01.2024
6	Selection date	12.01.2024
7	Notification of winning tenderer	15.01.2024
8	Negotiation of contract timeframe	16-19.01.2024*
9	Contract signature	22.01.2024*
10	Commencement of service provision	29.01.2024*
11	Completion date of the services – LOT 1	30.06.2025
	Completion date of the services – LOT 2	30.06.2026

* estimated

swisscontact
Swiss Foundation for Technical Cooperation

S4J
Aftësi për Punë
Skills for Jobs

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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 programmes 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.
… … …

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.

… … …
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.

Currently, S4J concentrates on the integration of blended learning into the teaching and learning processes of VET schools. The project's work has been underpinned by the following fundamental pillars:

I. Digital Learning Materials for Blended Learning

S4J is committed to enhance capacity and create curricula-based digital learning materials (DLM) for teachers and students with modest digital skills, particularly in institutions with limited digital infrastructure. Initially, this aimed to fill gaps in curriculum-based materials and address the scarcity of Albanian-language teaching materials. In 2018, after rigorous testing, the project team launched Mësovet.al, a Moodle based learning platform adapted to promote inclusive and quality blended learning in Albania. This platform has enabled the development of DLM by teachers and experts.

The development of DLM followed a comprehensive process, emphasizing the central role of students. Teachers were capacitated to enhance their technical and pedagogical skills, enabling them to lead the design of interactive DLM aligned with learner-focused principles. Pedagogical and technical support from experts facilitated the transfer of these competencies through teamwork. Other teachers (from same directions/profiles) reviewed and validated the materials.
The key principles we follow for developing quality DLM are:

- Student-Centered Approach
- Collaboration among teachers, pedagogical experts, and digitalization experts

- Materials designed for both online and on-site learning through technology
- Extensive teacher involvement in all development stages ensures sustainability.
- DLM adhere to didactic principles, emphasizing students' engagement

S4J collaborates also with industry experts to develop curricula-based materials. Expert's input has enhanced the DLM alignment with student's and private sector needs. The DLM come in various formats and are accessible to all teachers on the platform. These practices ensure that DLM created by VET teachers, instructors, and industry experts are reliable, inclusive, adaptable to different learning styles, and accommodate diverse learning speeds.

Throughout the second phase, the quality of the process of developing DLM has been enhanced and improved. The process of developing digital learning materials involved several stages:

- **Analysis and Planning**: Subjects were identified, and teacher teams were created, focusing on high-enrollment profiles and directions. These teams received pedagogical and technical coaching.
- **Teacher Training**: Seventeen Economics and Electronics teachers, along with 14 pedagogical and ICT experts, underwent training conducted by LerNetz, a Swiss company. This training equipped them with the skills needed to create interactive digital learning materials.
- **Digital Learning Material Development**: Teachers from various study directions adapted the training content to their respective curricula, subject specifics, and learning objectives.
- **Digitalization:** Completed materials were digitalized by a team specializing in this process, along with selected teachers. Simultaneously, MesoVET's user base grew significantly.
- **Content Validation**: The developed materials underwent peer review among teachers, with pedagogical experts guiding improvements in didactics, structure, interactivity, and assessment. Validation also occurred during classes with students.
- **Evaluation:** Continuous feedback from teachers and students allowed for ongoing enhancements to the digital learning materials and their impact on the learning process.
- **Instructional Design Approach**: In the past year, the project introduced Instructional Design Principles for creating DLM. This approach prioritized understanding learners profile and needs, fostering collaboration among contributors, and using feedback to enhance materials for engaging and effective learning. Instructional Design Teams, consisting of content creators, pedagogical experts, and digitalization experts, collaborated to ensure content alignment and format, creating a fluid, feedback-driven process.

II. Capacity building for promoting Digitalization of VET in Albania

S4J places significant emphasis on capacity-building for all stakeholders, which includes management, teachers, instructors, and students. This approach is essential for enhancing digital competencies, thus improving the teaching process and the development of engaging digital courses.

Capacity-building is a fundamental component of the VET system's digitalization, with the primary goal of enhancing capabilities to continuously modernize teaching and learning. This process contributes to a more successful integration of young individuals into the labor market.

The combined impact of capacity-building efforts enriches the overall learning experience and elevates outcomes within the VET system. These activities were conducted through various modes, including face-to-face and blended approaches, ensuring comprehensive development for all involved stakeholders. Following the main capacity building initiatives:

1. **Capacity Building for Teachers:**

Digital Pedagogy training program was provided to **477 teachers out of a total of 1,234** in the public VET system. This program consisted of 8 modules, with 3 being accredited. The training was conducted through synchronous (Zoom) and asynchronous (MësoVET) modes. Teachers were categorized into three levels based on their digital competencies, and personalized learning paths were established for each level following a standardized survey. **158 teachers** at partner schools received training on MësoVET - New Interface, covering various aspects of Moodle tools, course creation, understanding Moodle activities and resources, assignments, self-graded tasks, course design, assessment, self-regulated learning, and teaching methods.

2. **Capacity Building for Students:**

A training program comprising **72 micro-courses and 100 video concepts** was followed by **2,500 students** in partner schools. This program was delivered in an asynchronous mode, supporting students' learning processes and fostering a lifelong learning mindset.
226 face-to-face information sessions were conducted for all students in partner schools, with a focus on utilizing MësoVET Moodle Workplace and mobile app.

3. **Capacity Building for Leadership:**

9 Information sessions and 9 workshops on monitoring results and management within Moodle were held for 92 participants from all partner schools.
A 3-day training led by SFUVET addressed the role of leadership in digital transformation, involving 22 VET directors from various schools nationwide.
43 participants from schools completed an online course about the leadership role in blended learning.

Establishment of the **role of Digital Focal Points** in VET schools and continues capacity building and coaching.

III. ICT supported teaching and learning process

The S4J support toward the modernization of VET providers is based on the evidence that technology can facilitate various teaching processes, such as planning, delivery, monitoring, and documentation. Integrating technologies in the teaching annual and daily planning boosts interactivity, ensures alignment with pedagogical goals, promotes inclusion, and encourages professional growth by keeping teachers and students updated with tech. In this respect, S4J facilitated the integrating of education technologies and virtual learning platforms in teaching plans for the increase of students' interactivity addressing various learning needs and improving overall students' skills. As a result, an improved annual teaching plan instrument was developed in cooperation with partner schools, followed by coaching on how to integrate technologies and blended learning modalities in both annual and daily teaching plans.

In terms of blended learning (BL) S4j has facilitated the integration of BL models in all partner providers and beyond. Teachers and students engage both online and in-person, using forums, polls, interactive virtual boards, and game-based learning, as well online formative, and summative assessments. More specifically, the S4J team has promoted the approaches and tools described in the table 1 below.

Table1: Digitalization approaches and tools

	Asynchronous tools MësoVET, Google Classroom, MS Teams (document management, quizzes, assignments, forum etc.), project management software. Social software (WhatsApp, Viber, Facebook)	**Synchronous tools** e-conference applications (MësoVET Big Blue Button, Zoom, Google meet), Social software (WhatsApp, Viber, Facebook) Online apps (Mentimeter, Padlet Board)
Blended Learning	**Combined training** (online/face-to-face) A) Flipped classroom B) Student projects	**ICT-supported classroom** C) Interactive plenary D) Active group learning (stations)
	ICT-supported practice A) E-Portfolio C) Online promotion D) Practice-based assignments	**ICT-supported practice (PL)** B) Online coaching
	Assessment of quizzes (FA) A) Formative assessment B) Summative assessment	**Assessment of quizzes (FA)** B) Summative assessment
Online Learning	**Asynchronous online Learning** A) Platform-based learning	**Online synchronous Learning** B) Live presentation and discussion
	Assessment of quizzes (FA) A) Formative assessment B) Summative assessment	**Live Assessment? (SA)** B) Summative assessment
	C) **Combined online learning** (platform/live)	

IV. 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. An annual booklet showcases best cases derived from teachers' and students' positive experiences with innovative teaching methods. Sharing events, both in-person and online, provide platforms for actors to exchange ideas, discuss challenges, explore potential practices to replicate, and offer improvement suggestions. 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.

In the context of C4D related to Digitalisation, the following actions can be highlighted in the second phase of S4J:

1. Established **9 Innovation Clubs** in partner schools of the S4J project. Each Innovation Club is overseen by a coordinator who facilitates the club's activities and develops an activity calendar.
2. Girls in ICT club was established, comprising 15-20 girls studying ICT in partner schools.
3. Improved virtual CoPs, Frymëso and Instruktorët e Praktikës Profesionale. Frequently posting content and engaging other participants.
4. **Nine Demo Days** conducted by the Innovation Clubs at schools. The Demo Days provided an opportunity for students to showcase their final projects to their peers and teachers.
5. **Five Peer exchange activities** conducted. These activities aimed to promote collaboration, knowledge sharing, and networking among teachers and students from different partner schools. The exchanges covered various topics, including blended learning, digital archives, innovation club experiences, and cross-school visits.
6. Publication of 6 Best Cases; for teachers and for students. Best Cases showcase the experiences of teachers and students from different vocational education and training schools.
7. Knowledge Sharing Webinars (5) for teachers and leadership on digitalization related topics
8. Newsletters Frymëso (6) deliveres timely updates, news, and relevant information

2. CONTEXT OF THE ASSIGNMENT

In Albania, the digitalization of Vocational Education and Training (VET) is integral to national strategies for fostering digital skills, innovation, and alignment with labor market needs. Guided by national agencies, the Skills for Jobs (S4J) Project has played a pivotal role in shaping this transformation. During the project's second phase, a 'National Roadmap for the ICT-Supported Modernization of Albanian VET' was developed to facilitate the digital modernization of vocational education.

The project's efforts encompassed the creation of various digital solutions, including blended learning, online assessments, and accessible digital content. These initiatives were complemented by a focus on enhancing digital competencies among educational institutions, teachers, and students. The overarching goal was to make VET more appealing to youth by aligning with modern learning preferences and employment demands. Significant investments were made in both physical and digital infrastructure to support the digitalization of VET institutions. This encompassed comprehensive assessments, resource allocation, and infrastructure upgrades, all aimed at creating modern learning environments with the requisite devices for an optimal educational experience.

Furthermore, the project introduced digital platforms and systems to elevate the learning experience and prepare students for the evolving job market. By equipping students with relevant skills and exposing them to emerging technologies, the project sought to enhance their employability.

During the second phase of the S4J Project, a wide array of digital solutions was developed and consolidated, including blended learning, digital platforms for learning, online formative and summative assessments, and interactive, accessible digital content. These digital advancements not only improved the digital capacities of institution management, teachers, and students but also held the potential to attract more young individuals to vocational education and training (VET). VET providers increasingly embraced these digital innovations in their promotional efforts, steering away from traditional, memorization-focused, teacher-centred teaching methods.

In this digitalization journey, teachers require continuous training to keep pace with the evolving education landscape shaped by digital trends. The demand for blended and online learning is on the rise, aligning with students' preferences and the need to acquire essential employability skills from an early age. Students are more motivated, engaged, and responsive to diverse learning contexts, be it in the classroom, labs, or real-world business settings.

To support this digital transformation, the S4J team simultaneously provided high-level technical assistance and invested in the necessary infrastructure for VET institutions. This involved a comprehensive assessment of hardware needs, region-specific resource allocation, training on technology usage, and the adaptation of physical infrastructure. Encouraging co-financing and sponsorship from various donors, businesses, and organizations was integral to funding infrastructure

investments. The project also focused on maintenance through shared agreements and service contracts, ensuring the proper utilization of this modern infrastructure.

As part of this process, project partner schools gained access to the MësoVET.al platform during Phase II, serving as a digital platform that not only aided teachers in implementing innovative teaching methods but also supported school leadership for efficient institutional management. The focus in Phase II was on enhancing the software infrastructure within vocational education, ensuring the availability of updated digital teaching materials through platforms like MësoVET and CISCO Net Academy. The project also aimed to expose students to emerging technologies, industry standards, and relevant skills to prepare them for the job market and professional success.

It's important to note that integrating technology into education goes beyond infrastructure and ready-made solutions. The project intensively supported teachers' professional development provided attractive digital content to facilitate blended learning, empowered schools, and stakeholders to create an environment conducive to effective teaching and learning, and ultimately contributed to the quality of vocational education and training. This holistic approach not only nurtured young professionals' growth but also equipped them with highly sought-after digital and soft skills for success in the job market.

In the forthcoming phase, the project's focus will be on further consolidating digital integration in VET institutions. This will entail capacity building, strengthening digital learning platforms, and promoting knowledge management. The aim is to empower individuals with digital skills, ensuring the continued relevance of vocational education in an increasingly digital world. The project is slated to run until June 30, 2027, with all services to be fully deployed by the end of May 2027.

In this third phase, the primary focus is on further enhancing the integration of digital solutions and technologies within select VET institutions. The objective is to prepare the groundwork for the transferability and sustainability of digitalization within these provider institutions, ensuring that digital solutions are seamlessly integrated into their operations. To achieve this, the S4J Project will continue to empower relevant stakeholders, establish the role of "Digitalization Focal Points" in champion VET providers, develop and improve digital learning materials for all directions and profiles of champion 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 CoPs among teachers, and capacitate transfer agents at various levels, considering different transfer scenarios.

The project team aims to develop, consolidate, and transfer vertically and horizontally these innovations initially in 3 VET champion providers/MFCs while supporting 3 more partner schools. Following this intervention, it will further assist the horizontal transfer of the innovations to other interested providers until March 2027. The project team intends to undertake a high-intensity intervention in **2 key areas, 1)**

consolidating existing innovation objects 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. Students actively engage through online interactions, participating in discussions, receiving instructions, and assessing their knowledge independently. They become more self-reliant learners, utilizing digital materials, and completing assignments at their own pace. Blended learning creates opportunities to apply knowledge to real-life situations, enhancing students' practical understanding. Furthermore, it fosters the development of critical life skills like digital literacy, teamwork, creativity, and problem-solving, preparing students for future job markets. Time management is enhanced with flipped classrooms, where students prepare with digital content before class and focus on practical applications during class. Assessment benefits from online forums, quizzes, and well-structured assignments.

Nevertheless, challenges persist in implementing these strategies. Resistance to change, particularly in traditional teacher-centered models, can impede progress. 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 Strategy for Skills and Employment 2030 and the National Roadmap on ICT-supported modernization of VET and considering the advantages and challenges mentioned above, the project team envisions the following: "ICT-supported Albanian VET that effectively prepares students by providing high-quality education and training, drawing on ICT-supported, effective pedagogical, and organizational approaches that align with labor market needs." To realize this vision, S4J 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 participatory, collaborative, adaptive blended learning based on digital learning materials and online formative and summative assessment.
2. VET institutions promote effective ICT-supported learning/teaching approaches to support students in acquiring market-relevant skills and/or accessing higher education.

The proposed work packages under this assignment will support the fulfillment of the project logframe commitment under the Digitalization of VET offer portfolio:

1. 17,000 students and 800 teachers utilize digital content for improved teaching, learning, and assessment processes.

2. 600 VET teachers can utilize a range of digital solutions in teaching, spanning from basic ICT educational technologies to more sophisticated blended learning modalities.
3. 120 VET teachers are members of and contribute to formal and informal communities of practice for knowledge exchange and peer learning, with an emphasis on the usage of ICT technologies in education.

During the first 18 months of the third phase (until June 2025), the project will work closely with champion schools, namely Kolin Gjoka School in Lezhë, Technical Economic School in Tirana, and Hamdi Bushati School in Shkodra, and will support three more schools, Vocational School of Elbasan (a multifunctional provider), Kristo Isak School in Berat and Tregtare School in Vlora to consolidate and transfer vertically the selected innovation objects. Following the consolidation process of the innovation objects related to the digitalization of the teaching process, until March 2027, all public VET providers interested and ready to implement digital solutions developed by S4J will be included.

To facilitate this process, we foresee a two-step process with a first call for proposal encompassing the period January 2024 – July 2026 aiming to develop, consolidate, capacitate, and transfer vertically the selected innovation objects. A second request for proposal is planned to encompass the period August 2025 – March 2027 which will build upon the lesson learned and results of the vertical transfer to facilitate the horizontal transfer of selected innovations through transfer champions in other interested VET institutions.

These interconnected tasks contribute to a holistic and progressive approach to modernizing VET, benefiting students, teachers, and the educational ecosystem. Our goal is to drive digital transformation that enhances the learning experience, ultimately preparing students for success in the ever-evolving job market.This understanding has led to the design of this Call for Proposals, which consist of two lots and overall, three main interventions:

The 1st LOT, to be delivered from January 2024 to June 2025 aims at consolidating existing innovation objects with selected champion institutions (3) and schools which the project will support further (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) pilot of hybrid learning in selected VET school; v) facilitate the vertical transfer of the selected innovation objects through transfer agents and ; vi) Support and promote experience sharing and knowledge management through capitalization of best practices, fostering a culture of exchange within CoPs and strengthening the Frymeso community; viii) Capacitate and coach transfer agents to support the horizontal transfer of the innovation objects to other institutions in the system.

The 2nd LOT of this call to be delivered from January 2024 until June 2026 is dedicated to developing and improving/updating existing digital learning content. The focus will be to fully complete with digital learning materials the selected VET institutions (6) (see annex 1 attached to this RfP on the curriculum analysis) meaning that all the directions and profiles 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 for all directions and profiles of 6 champion VET institutions (focus only in practical theory subjects); ii) pilot software as learning materials for selected directions; iii) Improve the protocol of revising and updating the digital learning materials; iv) coaching teams of teachers, digitalization experts and instructional designers throughout the process of developing and updating DLM.

This concept is the result of extensive consultation across various portfolios in the Skills for Jobs Project to ensure that key interventions planned for Phase 3 in steering the digitalization of VET are bundled together as a comprehensive subcontracted package. The successful bidder/s (whether a sole entity or consortium) will be sub-contracted to implement LOT 1 over a period of about 18 months, and LOT 2 over a period of 30 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.

To develop and deploy the activities under these two key areas, the project team is looking for an implementing entity/entity, or consortia (recommended) that are competent and capable of delivering the services as per the specifications provided below. 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. It's important to consider that, in some cases, recipients of the services may have limitations in understanding complex language. The project has been promoting New Ways of Inclusive Learning (NwoIL) for nearly seven years now. Therefore, our expectation is that a successful bidder will deploy services that clearly feature NwoIL.

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

LOT 1.A. Technical assistance to selected institutions to consolidate innovation objects and capacity building of teachers, students, management, digital focal points, and transfer agents.

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. Propose a capacity building program for students which could be delivered as a combination of face to face and packages of micro-courses/micromodules during the Academic Years 2023-2024 and 2024-2025.

Propose a methodology for increasing capacities of VE learners, 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.
- **Induction to Education Technologies & Learning in through technology**: Introducing educational technologies and the dynamics of learning in digital environments.
- **Use of Information Technologies** for a smoother transition from school to work: Equipping students with the IT skills necessary for a seamless transition from the classroom to the workplace.

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.
- **Apply acquired digital skills** to support their learning process, whether guided by teachers or through self-directed learning.
- **Cultivate a new learning mindset**, emphasizing employability skills and a commitment to lifelong 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, ensuring they meet the evolving needs of staff and students. The key components of this capacity-building initiative shall include:

- **Assess and revise the role of Digital Focal Points**: Evaluating the existing roles and responsibilities, identifying gaps, and revising better align with institutional needs.
- **Develop and deliver of costume training programs**: Creating 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.
- **Establish a support system** (detailing a process flow): Analyze and integrate the Digital focal point role within existing school structure with clear responsible network and other internal processes. Facilitate a network `(CoP) for Digital Focal Points to seek assistance, share experiences, and continually enhance their skills.
- **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, DU 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 administrative processes including planning and monitoring**
- "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 2023-2024 and 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 administrative processes**: Offering insights into using digital solutions for various administrative functions, such as planning, documenting, digital archiving, monitoring, and assessment.

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.
- **Encourage partner engagement** in actively **promoting and endorsing the digitalization** of the VET system.
- Implement effective informing and **awareness-raising approaches** for future students and their parents, showcasing the institution's strategic vision for improved teaching and learning quality.
- 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[1] of Teachers (***at least 200 teachers with the focus on coaching new teachers and teachers with available digital learning materials in 6 VET providers***)**

During the next two academic years, 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.

- **Propose a methodology for boosting the capacities of teachers** (focus on vocational theory, and vocational practice teacher) through training and a coaching program envisaging that teachers receive training and coaching in between 32 to 40 training hours during the Academic Year 2023-2024 and 32 -40 training and coaching hours during the Academic Year 2024-2025. The focus shall include but not be limited to on the following main themes:
    - Digital Skills for teachers
    - Technical competencies to use Education Technologies
    - Updating and developing quality digital learning materials
    - Pedagogical competencies to use Digital and Blended learning
    - Planning and using digital Assessment
    - Planning and using Hybrid Learning
    - Planning and using Blended Learning
    - Class management for Blended learning

This initiative promises to usher in a transformative era of educational excellence in Albania and it aims to;

- **Support ICT Integration in the teaching process**: Assist teachers in incorporating ICT-supported solutions into their yearly and daily teaching plans.
- **Prepare to showcase blended learning models**: Help teachers plan "open classes" to demonstrate blended learning models.
- **Pilot Hybrid Learning**: Develop and validate an action plan to pilot hybrid learning in a selected VET provider. Support teachers in executing the hybrid learning action plan at the Technical Economic School of Tirana.
- **Update and use of DLM:** Assist teachers in effectively adapting and using digital learning materials.

[1] The focus should be on new teachers and teachers who have available digital training materials for their subjects for a total of around 200 teachers in both champion schools and schools supported by the project (6 in total)

- **Integration of ICT supported formative and summative assessment**: Support teachers in using ICT solutions for both formative and summative assessments.
- **Apply Blended Learning Models**: Guide teachers in the use of various blended learning models.

Teacher Engagement:

- Propose, design, and execute a promotion campaign to attract VET teachers from public institutions nationwide 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.
- Customize blended learning models according to the curriculum, subject/module, and students' specific needs.
- Make effective use of digital learning platforms, including e-assessment.
- Updating 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.

LOT 1.B. Strengthen Communities of Practice to support Knowledge Management and Sharing

This initiative seeks to foster a vibrant culture of knowledge exchange through the establishment of a robust Community of Practices (CoP) involving over 120 members. It aims to leverage existing successful CoP models globally and locally, with a focus on enhancing teachers' digital competencies. Additionally, the initiative encompasses peer exchange activities, content creation, 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:

- **Review and Recommendations:** Examine existing COP initiatives in Albania and globally and develop recommendations based on a stocktaking exercise of active, long-standing local and global CoP models, including structural and operational aspects.
- **Thematic Subgroups Concept Note**: Prepare a concept note for creating thematic subgroups within the CoP, such as networks for general subjects, DFP, instructors, etc.

- **Enhancing CoP Functionality:** Prepare a concept note/guideline for improving the function of the existing CoP, "Frymeso."
- **Action Plan for CoP Activation and Implementation**: Develop and facilitate implementation of an action plan to activate the CoP.
- **Peer Exchange Activities**: Organize at least 10 activities in a peer exchange format for CoP members as per the workplan, which can be conducted in face-to-face, virtual, or hybrid modes.
- **Content Development:** Create digital content for "Frymeso," including bulletins, best practices from teachers and students, and Facebook posts (3 publications)

Knowledge Management Approach:

1. Design and lead the implementation of knowledge management (KM) activities, which should constitute around 10% of the total financial volume of this assignment.
2. KM activities should follow a Communication for Development approach.

Suggested KM activities include:

3. Communities of Practice dedicated to digitalization issues, engaging at least 120 engaged teacher members.
4. Peer Exchange with at least 10 activities involving teachers, school management, and company mentors to facilitate experience sharing, utilizing virtual, face-to-face, or hybrid formats.
5. Capitalization of cases as learning materials, leading to the publication of at least two best-case studies derived from teachers' and students' experiences, widely shared across social media, CoPs, and stakeholders.
6. Development of 4 best cases from teachers and students based on use of digital solutions
7. Other propositions tailored to the project's objective to enhance efficiency and contribute to sustainability.

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, Frymëzo.

LOT 2. Support the development, promotion, and improvement of Digital Learning Materials, in Albanian language, to enable Inclusive Blended Learning.

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.

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.

Propose a Protocol for DLM Revision: To maintain the relevance and effectiveness of digital learning materials (DLMs), propose a comprehensive revision protocol to update and revise existing DLM. This protocol needs to be accompanied by an action plan for its implementation, ensuring continuous improvement and alignment with educational standards.

Develop high quality DLM to promote Blended Learning based on needs assessment: 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 minimum 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
- Upload, 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
HOSPITALITY-TOURISM		
Code	**Subject**	**Grade**
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
SOCIAL HEALTH CARE		
Code	**Subject**	**Grade**
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
ICT		
Code	**Subject**	**Grade**
L-26-210-21	Computers and Network Architecture	12
L-26-564-21	Coding via C++	12
L-26-566-21	Cyber security	13
THERMOHYDRAULICS		
Code	**Subject**	**Grade**
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
L-37-587-21	Installment of heating-cooling systems	12
L-37-588-21	Thermic system with solar panels	12
L-37-589-21	Repair and maintenance in heating-cooling systems	12
L-37-585-21	Hydraulic installations	13
L-37-586-21	Repair and maintenance of hydraulics systems	13
L-17-629-23	Organization and legislation in thermohydraulic	13
L-37-630-23	Installation techniques of hydraulic system	13
L-37-631-23	Installation techniques of thermohydraulic system	13
L-37-632-23	Quality assurance of the hydraulic and thermohydraulic system	13
ELECTROTECHNICS		
Code	**Subject**	**Grade**
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
CAR SERVICE		
Code	**Subject**	**Grade**
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
CONSTRUCTION		
Code	**Subject**	**Grade**
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
L-17-287-23	Legislation and organization in construction	13
L-02-289-23	Construction techniques with project elements	13
L-02-290-23	Building constructions with project elements	13
L-02-609-23	Engineering infrastructure with project elements	13

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)

See annex 8 for a detailed methodology of Developing Digital Material as per Swiss designed methodology.

4. 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) All documents necessary to prove the Tenderer or Consortia of Tenderers satisfy the qualifying criteria indicated, must be inserted in ***Envelope no. 1: Eligibility***	**Yes**	**No**
The tenderer is a registered entity. In case of a consortia, all tenderers in the consortia are registered entities. The proof is: '*copy of a registration document issued by the respective national authority in the country in which each tendering entity is registered*'.		
One entity tendering is registered in Albania, with active status. The proof is: *Extract issued by the National Registration Centre in the 10 weeks before the deadline for submitting the Proposals*.		
The Lead Tenderer is registered as a for-profit entity. The proof is: '*copy of a registration document issued by the respective national authority in the country in which the entity/ies is/are registered'*		
Tenderers are not in a bankruptcy situation. The proof is: *a document from the respective national authorities, in the 10 weeks before the deadline for submitting the Proposals, clearly stating the entity/ies is/are not in a situation of bankruptcy.*		
Tenderers are only applying in this one Proposal/Offer. The Proof is: - *Declaration of Exclusivity* - *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.*		
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 45 days. The Proof is: *A declaration clearly stating the tenderer or the Consortia of tenderers guarantee the offer remains valid for a minimum period of 45 days from the deadline for submitting Proposals.*		
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?		
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.		
Panel Member . _____ Name Surname . Date: _____/_____/ 2024 _____ Signature .		

5. 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	
Pass / Fail	If the bidder's tender does not satisfy the required criteria the bidder is eliminated from the competition.
Quality	The relevant material relating to the specific sub-criterion is evaluated and scored using a standard 0-5 scoring scheme (below).
Price	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 providers 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												
Technical Criteria (Quality Assessment combined with Fail/Pass Assessment) Assessment Panel members must assess only based on what is provided in the Proposal presented, in ***Envelope no 2: Technical Proposal***												
No.	**Criteria**	**Scoring Scale**						**x**	**Weigh t**	**x20=**	**Score**	
1. Profile of Tenderer or Consortia of Tenderers									Weight: **20%**			
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=		
Sub-Score 1												
2. Understanding of the Assignment									Weight: **5%**			
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=		
Sub-Score 2												
3. Methodology									Weight: **25%**			
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=		
Sub-Score 3												
4. Team									Weight: **15%**			
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											
Technical Criteria (Quality Assessment combined with Fail/Pass Assessment) Assessment Panel members must assess only based on what is provided in the Proposal presented, in ***Envelope no 2: Technical Proposal***											
4.3	Availability of Technical Human Resources to Deliver Proposed Products/Services	0	1	2	3	4	5	x	6%	x20=	
Sub-Score 4											
5. Work Plan									Weight: **5%**		
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=	
Sub-Score 5											
OVERALL Score Technical Proposal* **Overall number to be rounded up with the second decimal*											
Has the proposal met the threshold of **52,50 points** (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 **52,50 points** 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 .

Evaluation Form (Template) - PART 2 – LOT 2												
Technical Criteria (Quality Assessment combined with Fail/Pass Assessment) Assessment Panel members must assess only based on what is provided in the Proposal presented, in ***Envelope no 2: Technical Proposal***												
No.	**Criteria**	**Scoring Scale**						**x**	**Weight**	**x20=**	**Score**	
1. Profile of Tenderer or Consortia of Tenderers									Weight: **20%**			
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=		
Sub-Score 1												
2. Understanding of the Assignment									Weight: **5%**			
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=		
Sub-Score 2												
3. Methodology									Weight: **25%**			
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=		
Sub-Score 3												
4. Team									Weight: **15%**			
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											
Technical Criteria (Quality Assessment combined with Fail/Pass Assessment) Assessment Panel members must assess only based on what is provided in the Proposal presented, in ***Envelope no 2: Technical Proposal***											
Sub-Score 4											
5. Work Plan									Weight: **5%**		
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=	
Sub-Score 5											
OVERALL Score Technical Proposal* **Overall number to be rounded up with the second decimal*											
Has the proposal met the threshold of **52,50 points** (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 **52,50 points** 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 that 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		
Financial Criteria (Price Assessment combined with fail/pass criteria) Only tenderers or consortia of tenderers who have passed the first two steps of the assessment will be considered for the financial criteria assessment. Assessment Panel members must assess only based on what is provided in the Proposal presented, in ***Envelope no 3: Financial Proposal***		
Financial Offer	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 *(Pass)*	No *(Fail)*
Are there major miscalculations that create a distortion in the financial offer?	Yes *(Fail)*	No *(Pass)*
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 = $\frac{\textbf{30 * Price of Lowest proposal}}{\textbf{Price of Proposal X}}$ =	
Overall Score Financial Proposal* **Overall number to be rounded up with the second decimal*	_____ points	

Panel Member .

_____

Name Surname .

Date: _____/_____/ 2024

_____

Signature .

6. 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). VAT amount to be indicated separately.

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

7. 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 by *12 December 2023*. The deadline for submitting responses will be *14 December 2023*. Responses to requests for clarification will be published on simap.ch.

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.

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-me-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

Documents Attached to this RfP

Annex 1. Curriculum Analysis of 6 VET Providers (ENG)
Annex 2. Students Population Statistics (ENG)
Annex 3. Students Evaluation Report 2022-2023 (AL)
Annex 4. Teachers Statistics in 6 VET Providers (AL)
Annex 5 School's assessment related to ICT-Supported modernization of VET providers Roadmap 2030
Annex 6. Annual CPD Plans for 6 VET Providers (AL)
Annex 7. Overview of Frymeso CoP (EN)
Annex 8. Handbook for the content development process (EN)