HINTS

High Innovative VET for green and digital Transformations

REPORT ON E-LEARNING SYSTEMS IMPLEMENTED IN WB&SM COUNTRIES

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HINTS
High Innovative VET for green and digital Transformations

Version History

Revision	Date	Author/Organization	Description
1st	15th October 2025	CESOL	V1.0
2nd	29 October 2025	Helixconnect Europe	V2.0
3rd			

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1. Executive Summary

The training programme on **Quality Assurance (QA)** and **Innovative E-Learning Systems** was developed to strengthen the institutional and professional capacity of vocational and higher education actors to design, implement, and monitor high-quality digital learning environments.

This initiative aligns with the European Education Area's priorities for **digital transformation**, **inclusive access**, and **lifelong learning**, supporting the broader objectives of enhancing **educational innovation**, **pedagogical quality**, and **sustainability** within the digital transition framework. The training was designed to build both technical and methodological competences in quality assurance of e-learning, equipping educators, trainers, and institutional leaders with tools to ensure that digital education remains **effective, inclusive, and learner-centred**. However, feedback also revealed that the technical level was perceived as too basic by advanced participants, and some sessions required more interactive examples and localized adaptation, especially in Jordan. The overall evaluation confirms the relevance and success of the training in introducing Quality Assurance mechanisms and e-learning approaches, while pointing to the need for greater technical depth and improved delivery consistency across countries.

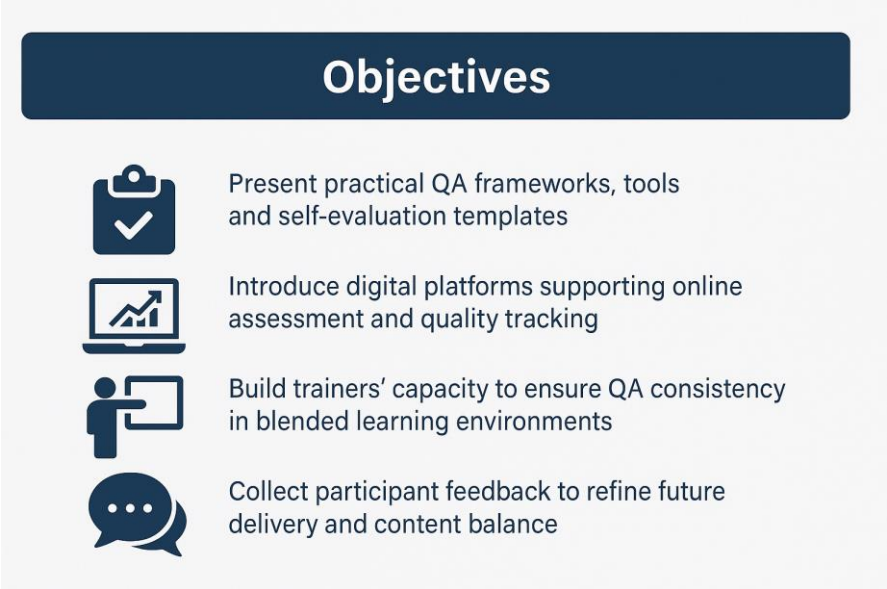
Objectives

The main objectives of the training were to:

1. **Develop understanding of Quality Assurance frameworks** applicable to digital and blended learning environments, including alignment with **EQAVET** and **DigCompEdu**.
2. **Promote innovative approaches** in instructional design and learning management systems to improve engagement and accessibility.
3. **Strengthen institutional mechanisms** for the continuous evaluation and improvement of e-learning quality.
4. **Foster collaboration** among trainers, QA officers, and digital education specialists for sharing best practices and harmonising standards across partner institutions.
5. **Encourage integration of AI and data-driven tools** in quality monitoring, learner analytics, and adaptive learning design.

2. Context and Objectives

The **Support for Quality Assurance (QA) and Innovative E-Learning Systems** trainings were designed to strengthen partner institutions' capacity to **implement structured QA mechanisms** and **integrate innovative e-learning methodologies** within vocational and higher education settings. These initiatives form part of the consortium's wider effort to ensure that digital transformation processes are accompanied by robust, transparent, and inclusive quality assurance practices.



Specific Objectives

1. **Present practical QA frameworks, tools, and self-evaluation templates** to support institutions in assessing and improving the quality of their digital and blended learning provision.
2. **Introduce digital platforms and systems for online assessment and quality tracking**, enabling participants to monitor learning performance, course outcomes, and institutional effectiveness.
3. **Build trainers' capacity to ensure QA consistency** across diverse teaching and learning contexts, with a focus on maintaining alignment between in-person, blended, and fully online modalities.
4. **Collect and analyse participant feedback** to inform the continuous refinement of training content, structure, and delivery, ensuring a balanced integration of theory and practice.

3. Organisation of the Trainings (E4.X)

The Support for Quality Assurance (QA) and Innovative E-Learning Systems trainings were organised and hosted by each partner country in close coordination with the project partners — ISIM Timișoara (Romania), CESOL (Spain), HELIXCONNECT Europe (Romania), and the University of Miskolc (Hungary). Each session was designed to ensure transnational coherence while allowing for contextual adaptation to national institutional realities and participant profiles.
The training activities employed a range of interactive and learner-centred methodologies, including workshops, case studies, live Mentimeter polls, gamification through Kahoot quizzes, and group exercises. These approaches encouraged peer learning, active participation, and applied reflection, enabling participants to connect theoretical QA frameworks with practical implementation within their institutions.

Country	Participants	Dates	Venue
Albania (E4.4)	21	19–23 May 2025	Main Rectorate of the UPT, Sheshi Nënë Tereza 4, Tiranë 1010, Albania
Montenegro (E4.1)	20	30 Jun – 4 Jul 2025	Javna Ustanova Univerzitet Crne Gore Podgorica, Cetinjska 2, 81000, Podgorica
Egypt (E4.3)	24	31 Aug – 4 Sep 2025	Blue Hall, Elshatby building, Faculty of Science - Alexandria University, Aflatoun St., Enshatby, Alexandria, Egypt)
Tunisia (E4.2)	27	22–26 Sep 2025	Ben Jmaa Nadhem (AMTA Academy), RTE El Ain Km 1 Rue Beb Al Salem, Sfax 3000, Tunisia
Jordan (E4.5)	20	5–9 Oct 2025	Jordan Engineers Association, Jordania, Abdulhameed Sharaf St. Alshmeisani, Amman 11194, Jordania

4. Methodology and Data

Participant feedback was systematically collected **immediately after each pilot activity** through **standardized evaluation forms** designed to measure perceptions of the training's quality, relevance, and impact. Each participant rated the key indicators on a **1–10 scale**, where:

Scale interpretation

1–3 = Poor | 4–5 = Fair | 6–7 = Good | 8–9 = Very Good | 10 = Excellent

Participation

Total participants: 227 (Albania 29, Montenegro 20, Egypt 31, Tunisia 54, Jordan 51, 42 online).

Data processing

Country averages were calculated by metric and then combined into a general meaning. Where Tunisia's items were not directly comparable, equivalent indicators were mapped.).

General Data Protection Regulation (GDPR)

In accordance with the **EU General Data Protection Regulation (GDPR) (EU) 2016/679**, all personal data collected and processed within the framework of this project are handled with the highest standards of confidentiality and data protection. Personal information (such as name, organisation, role, or feedback) is collected solely for project implementation, reporting, and communication purposes. Data will be processed **lawfully, fairly, and transparently**, used only for the purposes explicitly stated, and stored securely for the duration of the project and the mandatory retention period established by the funding authority.

Participants' data will **not be shared with unauthorised third parties** and may only be accessed by consortium partners directly involved in project management and evaluation. Each participant has the right to **access, rectify, restrict, or request deletion** of their personal data at any time by contacting the project coordinator. By participating in this activity, respondents acknowledge that they have been informed of their data protection rights and consent to the processing of their data under the conditions outlined above.

5. Summary of Key Indicators (Scale 1-10)

Across all locations, the training events successfully combined **technical demonstrations, peer dialogue, and hands-on application**. Participants engaged in evaluating e-learning platforms, exploring QA criteria for digital content, and experimenting with assessment and feedback tools in blended environments. The sessions served not only as **capacity-building activities**, but also as **collaborative exchanges** that strengthened the partnership network and reinforced the shared commitment to **quality-driven digital education**.

Country	Overall Satisfaction	Relevance	Speakers' Expertise/Clarity	Practical Examples	Met Objectives
Albania	9.05	8.74	9.05	8.53	8.71
Montenegro	8.90	7.50	9.30	8.80	8.63
Egypt	8.82	8.00	8.45	8.36	7.91
Jordan	7.00	6.50	5.50	6.10	6.10
Tunisia*	8.63	7.89	8.22	7.89	8.00
Combined Average	8.44	7.69	8.08	7.95	7.84

Total participants: 227 (Albania 29, Montenegro 20, Egypt 31, Tunisia 54, Jordan 51, 42 online).

The table above summarizes the participant evaluation scores for the **Quality Assurance (QA) and Innovative E-Learning Systems** training conducted across partner countries. Each indicator was rated on a **1–10 scale**, with higher scores reflecting stronger participant satisfaction and perceived impact. The **overall satisfaction** across partner countries averaged **8.44/10**, demonstrating a high level of participant approval for both content and delivery. Scores for **Speakers' Expertise/Clarity (8.08)** and **Practical Examples (7.95)** confirm that the training effectively combined theoretical guidance with applied demonstrations. The **Relevance** and **Met Objectives** categories scored slightly lower (7.69 and 7.84, respectively), suggesting room for refinement in contextualisation and alignment with participant expectations.

Country-level trends reveal notable variation:

- **Albania and Montenegro** achieved the strongest overall performance, both exceeding 8.8 in satisfaction and particularly excelling in **trainer expertise and practical engagement**.
- **Egypt** recorded solid results, highlighting the usefulness of the content but identifying opportunities to increase hands-on activities.
- **Jordan** presented comparatively lower results, particularly in **trainer clarity (5.5)** and **relevance (6.5)**, indicating a need for **more localised examples and advanced-level demonstrations** to match participant profiles.

Collectively, these findings affirm that the QA and e-learning trainings were well-received, effectively achieving their intended goals while revealing areas for **pedagogical adjustment and technical enhancement** in future cycles.

Platform Participant Feedback and Analysis

This analysis is based on participant feedback collected through the **project's online learning platform** following the completion of multiple digital training modules under the **Support for Quality Assurance (QA) and Innovative E-Learning Systems** initiative.
The responses reflect participants' **experiences, perceptions, and recommendations** regarding how the training contributed to their professional and institutional development in the fields of **digital transformation, quality assurance, and educational innovation**.

Key Aspects Participants Valued Most

Participants expressed strong appreciation for the **clarity, structure, and accessibility** of the training materials. The overall learning experience was perceived as **coherent, logically sequenced, and pedagogically effective**, supporting a clear understanding and practical application of the content.

- **Structured and accessible materials:** Participants praised the clarity of explanations, logical flow, and modular design of the training units.
- **Blended content formats:** The combination of **presentations, digital manuals, and short video tutorials** was commended for addressing diverse learning preferences.
- **Practical relevance:** Many respondents valued the connection between **QA mechanisms, digital pedagogy, and e-learning innovation**, highlighting the direct applicability of the concepts to their daily work.

- **Flexible online format:** The **self-paced learning design** allowed participants to manage their engagement according to individual schedules and institutional responsibilities.
- **Trainer expertise and quality:** Trainers were recognised for their professionalism, clear communication, and ability to contextualise complex topics in an accessible manner.

Although overall satisfaction was high, participants offered **constructive feedback** to enhance the effectiveness and interactivity of future editions. Suggestions primarily focused on **increasing practical engagement, diversifying multimedia use, and strengthening localisation**.

- **Increase interactivity:** Integrate **virtual labs, simulations, gamified quizzes, and peer collaboration** to make sessions more engaging and participatory.
- **Enhance multimedia use:** Include **short animated videos, visual storytelling, and case-based demonstrations** to improve learner engagement and retention.
- **Practical application:** Expand the inclusion of **real-world case studies and industry-specific examples** to strengthen the connection between theory and practice.
- **Assessment and feedback:** Offer **more immediate and detailed feedback** on tasks and incorporate **project-based assessments and peer evaluations**.
- **Clarity and content balance:** Simplify dense text elements and include **summaries or visual highlights** to reinforce key concepts.

Quantitative Feedback Summary

The **quantitative evaluation** reflects a high degree of satisfaction and perceived relevance among participants. Out of **42 respondents** who completed the feedback survey via **HintsHub.eu**, the majority rated the training positively across all key indicators.

Question	Key Indicator	Majority Rating	% Positive (Agree–Strongly Agree / Satisfied–Very Satisfied)
1. Relevance to professional needs	Course content applicability	Relevant / Very Relevant	~90%

Question	Key Indicator	Majority Rating	% Positive (Agree–Strongly Agree / Satisfied–Very Satisfied)
2. Quality of teaching materials	Videos, readings, resources	Good – Excellent	~88%
3. Effectiveness in covering key topics	Comprehensiveness & clarity	Effective – Very Effective	~85%
4. Course duration sufficiency	Balance of time vs. depth	Agree – Neutral	~70%
5. Engagement of course activities	Interaction & motivation	Moderately – Very Engaging	~75%
6. Helpfulness of e-learning tools/platforms	Technical usability	Helpful – Very Helpful	~82%
7. Enhancement of knowledge/skills	Learning outcome effectiveness	Agree – Strongly Agree	~88%
8. Overall satisfaction	Overall impression	Satisfied – Very Satisfied	~90%
9. Recommendation to others	Peer recommendation	Probably – Definitely Yes	~95%

6. Key Findings

The evaluation results from the four surveyed partner countries highlight the strong overall performance and relevance of the QA and Innovative E-Learning Systems training. The sessions were well-received for their organisation, trainer quality, and practical design, reinforcing the programme's contribution to institutional capacity building in digital education and quality assurance. The **QA and E-Learning Systems training** achieved strong levels of satisfaction (≈90%) and demonstrated clear professional relevance. Participants praised the **structure, organisation, and real-world focus** of the content, acknowledging its contribution to **capacity building in digital quality management and pedagogical innovation**. At the same time, they emphasised the importance of introducing **more interactive elements, greater multimedia diversity, and additional applied examples**.

Events were highly commended for their structure, timing, and coordination, with scores exceeding 9.0/10 in all countries except Jordan. The professionalism and clarity of trainers were particularly noted in Montenegro (9.3) and Albania (9.05), where participants appreciated the quality of delivery and interaction. Participants valued the inclusion of QA templates, practical tools, and examples of e-learning integration, which supported the immediate applicability of knowledge. The use of digital engagement tools such as Mentimeter, Kahoot, and LMS demonstrations significantly increased participant motivation and active participation.

The feedback clearly indicates that participants **recognise the value of digital transformation and quality assurance in education**, and express strong interest in **advanced modules** that would further develop their skills in **AI-supported e-learning, sustainability integration, and QA system design**. Participants across all four surveyed countries rated the training 8.4/10 on average, reflecting a positive learning experience and perceived professional value.

Areas for Improvement

While the overall feedback was highly positive, the analysis also identified specific areas for refinement to increase impact, technical depth, and consistency across partner countries.

- ✓ The average rating for the technical complexity of content (6.8/10) suggests that future iterations should include more advanced materials and analytical tasks for experienced trainers and QA professionals.
- ✓ Jordan reported lower scores (5–6 range) in clarity, engagement, and relevance, indicating a need for greater contextualisation, sector-specific case studies, and simpler presentation of technical content.
- ✓ Participants across several countries recommended additional case-based exercises, more time for questions, and QA examples tailored to specific industries to enhance hands-on learning.
- ✓ While Tunisia achieved high participation and engagement, no structured feedback data were collected. Future cycles should ensure the use of harmonised evaluation tools to maintain comparability and analytical accuracy.

7. Thematic Analysis

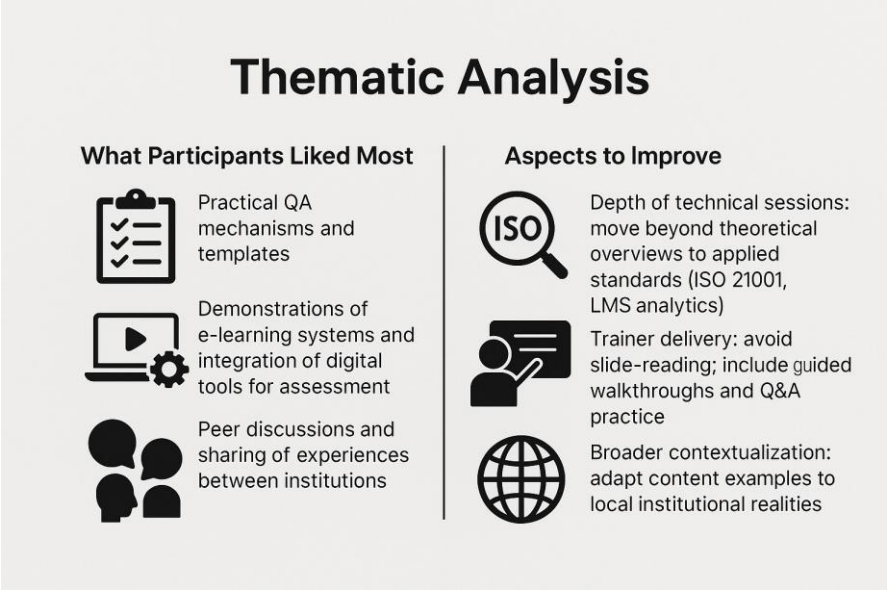
One of the most prominent themes identified was the strong appreciation for **practical QA mechanisms and tools**. Participants consistently highlighted the value of receiving **ready-to-use templates**, such as self-evaluation forms, quality checklists, and peer review sheets, which could be directly implemented in their institutional contexts.

This feedback confirms that the training successfully bridged the gap between **conceptual understanding** and **operational application** — a key aspect of vocational education and institutional quality enhancement. Participants particularly valued how these tools aligned with **European QA frameworks (EQAVET, ENQA, ISO 21001)** while remaining adaptable to diverse educational settings.

Integration of Digital Systems for QA

Another recurring theme was the **demonstration of digital tools and e-learning management systems (LMS)** as instruments for monitoring and improving educational quality. Participants appreciated the hands-on demonstrations of platforms that enabled **data-driven decision-making**, including online assessment analytics, learner feedback dashboards, and competency tracking systems.

This emphasis reflects the growing recognition that **Quality Assurance in education is no longer a static administrative process**, but an evolving, technology-enhanced practice requiring digital literacy and system integration. The training's focus on **digitalisation of QA processes** was therefore considered one of its most relevant and forward-looking aspects.



Peer Learning and Institutional Exchange

Participants repeatedly cited the **peer learning component** as one of the most beneficial aspects of the training. Group discussions, case comparisons, and shared reflections allowed educators and administrators to **benchmark practices** across institutions and countries.

This exchange not only promoted mutual learning but also contributed to **network-building** among QA officers and digital educators, which is essential for long-term sustainability and cross-country collaboration within the HINTS network.

Technical and Pedagogical Depth

Despite the overall success, several participants expressed a desire for **greater technical depth** in future sessions. Thematic feedback indicated that while the current modules provided a solid foundation, advanced participants sought **more**

specialised content covering international QA standards (e.g., **ISO 21001**, **EFQM**, or **ENQA guidelines**) and their practical application within **Learning Management System (LMS)** environments.
This suggests the need to develop **tiered or modular training levels** — introductory, intermediate, and advanced — to accommodate varying participant experience levels. Such differentiation would improve relevance and engagement across diverse professional profiles.

Delivery and Facilitation Methods

Another theme concerned the **delivery style of trainers**. While expertise was highly rated, some sessions were described as **overly presentation-driven**, with limited time for interaction, questions, and applied discussion. Participants suggested that trainers adopt more **facilitative approaches** — such as guided walkthroughs of digital tools, interactive polls, and collaborative task-solving — to maintain engagement and ensure better knowledge transfer. This feedback underscores the importance of **trainer pedagogical preparation**, not only in technical expertise but also in digital communication, online engagement, and adult learning facilitation.

Contextualisation and Local Adaptation

Feedback from certain countries, particularly **Jordan**, indicated a need for stronger **contextual relevance** of examples, tools, and case studies. Participants noted that while the frameworks presented were useful, they should be further aligned with **local educational systems, cultural factors, and institutional capacities**. This theme highlights the importance of adopting a **globalised training approach** — maintaining coherence with European QA standards while tailoring application examples to national realities.

Overall Thematic Synthesis

Overall, the thematic feedback affirms that the training achieved its main goal: to **raise awareness and build practical competences** in the integration of QA principles and digital systems within education.
The strongest themes — **practicality, digital integration, and collaboration** — reflect alignment with European priorities for **quality, innovation, and digital transition** in education and training.
At the same time, the emerging improvement themes — **technical deepening, contextualisation, and facilitative delivery** — provide clear directions for the continuous evolution of the training model.

8. Actions Taken After Feedback

Following the analysis of participant feedback from both **online and on-site sessions**, the project consortium implemented a series of **targeted actions** to address identified areas for improvement and to enhance the effectiveness, accessibility, and impact of the **Support for Quality Assurance (QA) and Innovative E-Learning Systems** training. These actions were coordinated jointly by **ISIM Timișoara, CESOL, HELIXCONNECT Europe, and the University of Miskolc**, ensuring that lessons learned from the first training cycle were translated into **practical improvements and design adjustments** for future activities.

1. Content Refinement and Localisation

- ✓ Training content was **revised and expanded** to include **additional real-world QA case studies** and **institution-specific examples** from partner countries.
- ✓ Practical applications of QA frameworks such as **EQAVET, ISO 21001, and ENQA Standards** were contextualised using examples from **VET centres, universities, and industrial training programmes**.
- ✓ Modules were updated to **incorporate local terminology, institutional workflows, and regional policy frameworks**, improving relevance and transferability.

2. Pedagogical Rebalancing

- ✓ The **training structure** was adjusted to dedicate more time to **hands-on activities, simulations, and guided tool demonstrations**, in response to

participant feedback requesting a better balance between theory and practice.

- ✓ **Lecture-heavy sessions** were redesigned to include **interactive discussions, digital polls, and collaborative exercises** using tools such as **Mentimeter, Kahoot, and LMS-based assessments**.
- ✓ Each session now includes a **practical mini-task or case application**, ensuring that participants can directly apply key concepts during the training.

3. Trainer Development and Coordination

- ✓ A series of **internal trainer meetings and refresher sessions** were organised to harmonise delivery approaches and ensure pedagogical consistency across partner countries.
- ✓ Trainers received **additional guidance materials and digital teaching aids** to support interactive facilitation and adaptive instruction.
- ✓ Cross-partner peer observation was introduced as a **quality enhancement mechanism**, allowing trainers to exchange methods and reflect on best practices.

4. Technical and Accessibility Enhancements

- ✓ **Pre-session technical checklists** and coordination meetings were introduced to reduce setup delays and ensure platform readiness.
- ✓ **Offline training packages** (including downloadable PDFs and slide decks) were developed for participants with limited internet access.
- ✓ Improvements were made to the **HintsHub.eu learning environment**, focusing on smoother navigation, clearer module sequencing, and accessible design for diverse users.

5. Evaluation Framework Harmonisation

- ✓ A **unified feedback and evaluation form** was adopted across all partner countries, ensuring consistent measurement of key indicators such as **relevance, trainer performance, interactivity, and applicability**.
- ✓ Evaluation results are now aggregated within a **central monitoring system**, enabling continuous tracking of satisfaction trends and areas for improvement.

- ✓ This harmonised approach supports **evidence-based quality assurance** and enhances the reliability of cross-country comparisons.

6. Future Development Pathway

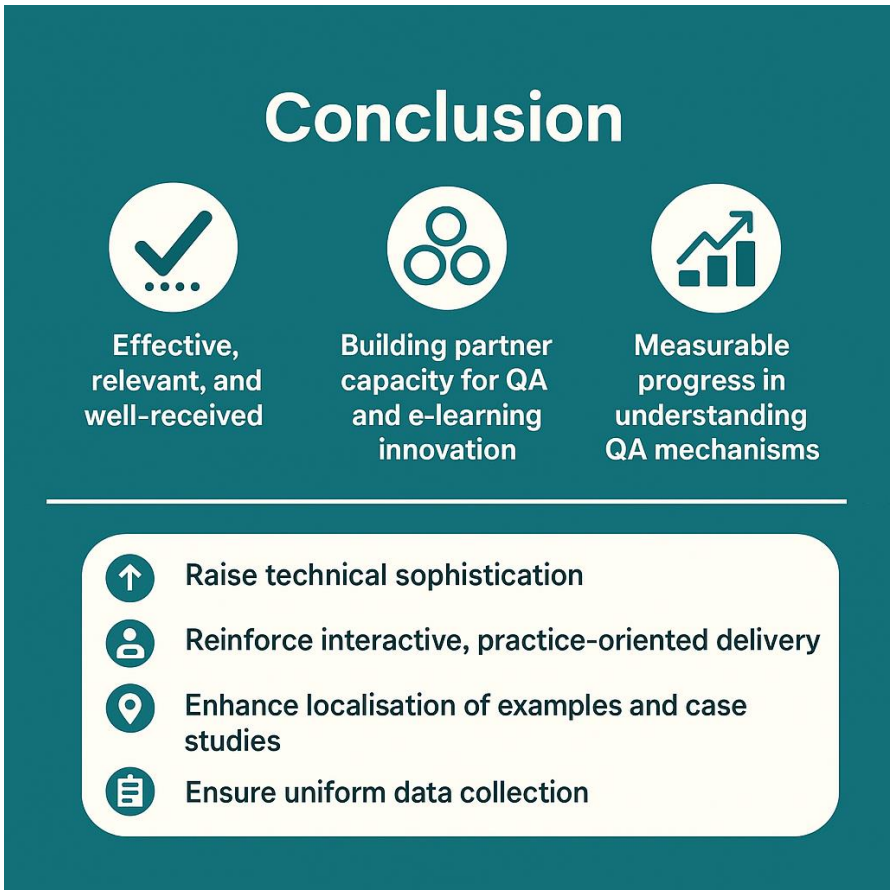
- ✓ Based on participant demand, the consortium initiated the **design of advanced-level modules**, covering deeper aspects of **QA system design, e-learning analytics, and AI-assisted quality monitoring**.
- ✓ Plans are underway to integrate these modules into the **HINTS digital platform**, offering a scalable and sustainable professional development pathway for VET and higher education practitioners.

By systematically responding to feedback, the project has strengthened its methodological coherence, increased its practical value, and ensured that future training cycles will remain **contextually relevant, technologically robust, and pedagogically innovative**.

9. Conclusions and Recommendations

The **Quality Assurance (QA) and E-Learning Systems Training Series** successfully fulfilled its primary objectives of **enhancing institutional capacity**, **strengthening structured quality management practices**, and **advancing innovative approaches to digital education delivery** across the partner network.

Participants across all countries expressed **high levels of satisfaction** with the training's **organisation, relevance, and methodological design**, with particularly strong results reported in **Albania, Montenegro, Tunisia, Jordan and Egypt**. The overall outcomes confirm the training's **strategic importance** in supporting institutional development, promoting continuous improvement, and aligning educational practices with European quality standards such as **EQAVET, ENQA, and ISO 21001**. Feedback analysis demonstrated that participants gained a deeper understanding of **QA frameworks, digital learning ecosystems, and the integration of assessment tools** within e-learning environments. Moreover, the training fostered **cross-institutional exchange** and strengthened cooperation among VET and higher education partners, contributing to the long-term sustainability of the HINTS network.



To build on these positive results, future training editions should focus on the following key areas for refinement and further impact:

- **Raising technical sophistication** by developing advanced-level content and modules for experienced participants.
- **Reinforcing interactive and practice-oriented delivery**, with greater emphasis on simulations, case work, and digital tool demonstrations.
- **Enhancing localisation and contextual adaptation** through the inclusion of country-specific examples, industry-relevant case studies, and regional policy references.
- **Ensuring uniform data collection and evaluation methods** to enable comprehensive measurement of impact and comparability across partner institutions.

Overall, the **QA and E-Learning Systems training series** was **effective, relevant, and well-received**, achieving measurable progress in participants' **competence, confidence, and institutional readiness** to apply quality assurance mechanisms in digital learning contexts. The results reaffirm the training's role as a **cornerstone for educational innovation and institutional resilience**, positioning the

consortium to continue leading efforts in **quality-driven, technology-enabled education transformation** within the Euro-Mediterranean region.

10. Annexes Photos

Polytechnic University of Tirana, Albania, May 19th - 23rd

University of Montenegro, Podgorica (Montenegro), June 30th – July 4th 2025

Alexandria University, Egypt, August 31st – September 4th 2025

Jordan Engineers Association, Amman, Jordan. October 5th – 9th 2025

AMTA Academy, Sfax, Tunisia. September 22nd – 26th 2025