

D2.7a. Specifications of the NeWPOST Online Training Platform

Responsible WP
WP2, ReadLab



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Executive summary

This report defines the technical and contextual requirements for the NeWPOST online Training Platform or Virtual Learning Environment (VLE).

The NeWPOST training platform is expected to host all relevant training materials developed during the respective project activities.

The report is structured around two main pillars:

User or contextual requirements

Contextual requirements concern the key features of the NeWPOST VLE, including building blocks of the NeWPOST MOOC architecture, course structure, assessment and certification, collaborative mechanisms, users' communication, accessibility, roles and enrolment. Special focus is given to video lecture content and good practices on delivering teaching/learning material through pre-recorded video sessions. The user requirements also include information regarding the course authoring component and related dashboards that should be managed by the Instructor team.

Technical requirements

Technical requirements concern the software specifications of the VLE, including IT architecture, software components, installation prerequisites, software prerequisites, course content format and specifications.

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1 Contextual requirements

The NeWPOST VLE will be tailored to the training needs of the NeWPOST target groups. It will take advantage of the Open edX platform capabilities. Since Open edX is an open-source LMS, it will be modified to meet any specifications necessary. The core features of the NeWPOST VLE are presented below.

1.1 Modularity

One of the big differences between an online course and a campus class is that instead of hour-long lectures, online classes are built up of many bite-sized components, such as, three to seven videos or individual exercises. These components will be as modular or stand-alone as possible, since modularity has many benefits. Learners can more quickly find compactly organized reference information about a specific topic without having to scroll through a bunch of texts or scrub through an hour-long video to find the one piece of information they were looking for.

Learning modules will be organized so that learning material (e.g. video modules/reading material/PowerPoint presentations) alternate with exercises. This will also allow to easier change, reorganize, replace or improve a modular course content or exercise because it minimizes the impact on adjacent material.

Modularity will also facilitate sharing of content by virtue of being easier to link to.

In this context, the NeWPOST MOOC architecture includes the following building blocks:

- The course outline is the container for all the course content. The outline contains one or more sections.
- **Course sections** (Modules/Weeks) are at the top level of the course and typically represent a time period. A section contains one or more subsections.
- **Course subsections** (Lessons) are parts of a section, and usually represent a topic or other organizing principle. Subsections are sometimes called “lessons” or “learning sequences”. A subsection contains one or more units.
- **Course units** are lessons in a subsection that students view as single pages. A unit contains one or more components.
- **Course components** are objects within units that contain the actual course content: Videos, reading material, problems/quizzes and discussion forums.

The template for developing the NeWPOST building blocks is presented in Appendix 1.

1.2 Getting the word out

To get the word out about the NeWPOST MOOCs an About page will be initially created. The About page will be the site where students come to register and will be an advertisement of the NeWPOST courses. It will include texts and short videos (no longer than 3-5 minutes) describing the course content, introducing the course staff and stating the learning objectives of the NeWPOST courses in a general and succinct way.

This page will be published several months before the NeWPOST courses begin.

The set of introductory materials that learners can view when they first enter a course are presented in Appendix 2.

1.3 Learning sequence

NeWPOST training content includes a variety of material, from NeWPOST syllabus and schedule to NeWPOST course handouts. The majority of the NeWPOST training content consists of courseware and the teaching and assessment material developed throughout the project. Courseware will include videos, readings, exercises, exams and case studies. This content will live in the Course tab of the NeWPOST VLE.

Courseware will be organized in sections. When the learner selects a section, he/she can drill down further into subsections. When the learner selects a subsection, he/she will see a learning sequence, a sequential list of course units across the top of the screen in the Course ribbon.

Learners will engage with content as they move through the units in the learning sequence.

The learning sequence will be designed to engage the learner by creating a modular experience to navigate through. Learning sequences promote active engagement as students alternate between learning concepts and solving simple exercises to check their understanding.

A typical learning sequence has a video lecture with accompanying reading material followed by a quick exercise, then another video lecture with accompanying reading material, and another exercise, and so on.

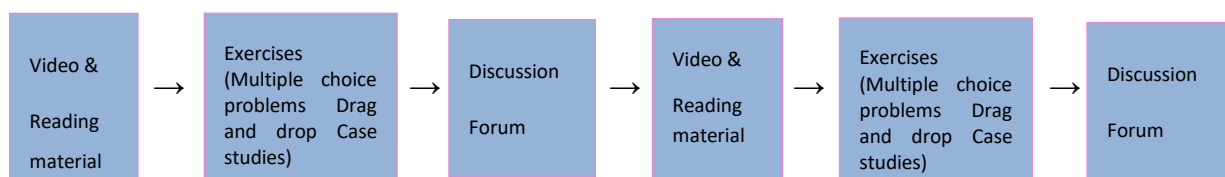


Figure 1 NeWPOST learning sequence based on learning objectives

This active-learning method enables learners to apply what they've learned from the videos and the reading material before moving on to new material. The videos and reading material included in the learning sequence will cover the important ideas, questions, issues, and problems that are at the heart of the NeWPOST training material. In order to make the learning sequence engaging the video content will be split into small, bite-sized elements and inter-weaving meaningful exercises, or other interactive experiences, to follow them. The videos will be 3 minutes to 7 minutes in length and as modular or standalone as possible.

A discussion topic will be inserted after each module (video, reading material and exercise) so that learners can discuss the material with other who have also recently gone through this material. This "local" discussion topic, embedded in the learning sequence, will also appear in the **course discussion forum**.

The NeWPOST training platform will offer a variety of exercises and problem types from basic multiple-choice problems - reminiscent of a paper-based classroom - to drag and drop exercises that are especially geared towards an online audience. The platform will even offer advanced exercise environments like real

case studies. All these problems will be automatically graded and will have customizable features. For example, learners will be allowed to have multiple attempts before they submit their responses or will be shown the answer, or a hint, after several attempts.

1.4 Discussion forums

Course discussions will be an integral part of the NeWPOST online courses. Through course discussions, learners will share their opinions and ideas, engage in conversations with other learners, ask questions of the course staff and their peers, and comment on the various components of the course. The vision for the learning community in the NeWPOST MOOC is to cover the entire Maghreb region and to be sustained long after the end of the project. It will possess a diversity of perspectives, interests, and background knowledge and will allow learners to tap into this tremendous diversity, enriching the NeWPOST course experience for everyone.

Discussion components will be added directly into a unit, allowing learners to respond to the content introduced in the unit. Learners will be able to view and access all of the course discussions in the "Discussion" tab in the navigation bar.

Discussions will be moderated by the NeWPOST consortium. Each partner should appoint one person as discussion moderator, who will be responsible for the active upkeep, for example keeping an eye on discussions in order to alert professors of particularly interesting conversations.

When using course discussions, learners will be able to:

- create new discussion posts, reply to existing posts, comment on existing responses, and upvote posts and responses;
- filter and sort posts by various criteria, including posts with the most votes or with the greatest level of activity;
- search on discussion forums by keyword;
- receive an email message each day that summarizes discussion activity for the posts they are following.

Discussion moderators can perform the same tasks as learners, but in addition they can:

- edit, delete or close posts;
- pin posts so they appear at the top of the discussion;
- add more discussion moderators to the course team.

1.5 Knowledge check

The NeWPOST VLE will provide many different problem types and feedback options that can be used when designing the exercises and assignments for the NeWPOST courses:

- **Multiple choice/Checkbox/Dropdown problems:** They have a limited number of possible answers and can allow learners to quickly check their understanding in the middle of a learning sequence.
- **Image mapped input/Drag and drop problems:** Assessments with graphical components can link learners more closely to the material while still allowing them to choose from a finite set of

possible answers. Image mapped input (pointing on a picture) and drag and drop problem types allow learners to interact directly with a graph or picture.

- Problem types that prevent random guessing are a powerful tool combined with automatic grading. **Text input** (fill-in-the-blank) and **numerical input** (enter a number) problems can allow an unlimited number of tries without guaranteeing a correct answer.
- **Math expression** input problems prompt learners to understand the relationship between values instead of focusing on calculating the final result.
- **Open Response Assessment (ORA)** problems allow instructors to assign questions that may not have definite answers or may be too lengthy for instructors to grade at scale. ORA's can be designed in three ways: as a Peer Assessment, Self-Assessment, or for Staff Assessment. Learners submit a response to the driving question, and then that learner and the learner's peers compare the response to a rubric that you create. Learners can submit text responses, or you can allow them to upload an image to accompany the text.
- **Peer Instruction** provides students within class opportunities to discuss questions and arrive at a deeper understanding of concepts. The peer instruction tool emulates this classroom experience for the learners in an online course.

All these exercises will be auto graded on the NeWPOST training platform, so as to allow learners to receive instant feedback. Also, they will give learners multiple attempts, including hints, and writing detailed solutions to increase the effectiveness of feedback. Studies have shown that this kind of rapid feedback has significant and positive effects on learner performance when compared to assessments without instant feedback.

1.6 Accessible Content

The NeWPOST VLE will make the NeWPOST courses available to students from diverse backgrounds with varying levels of skills and abilities, including students with disabilities that prevent them from completing traditional or on-campus courses. In this context accessibility refers to the degree to which information and activities are available to all students equally regardless of physical or other disabilities. The NeWPOST VLE will create accessible digital learning content, which conforms to level AA of the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0.

The following best practices will be followed:

- To help students who use screen readers, NeWPOST will use descriptive titles for the course content and the content will be structured with HTML elements.
- When using images, charts or diagrams, color will not be used as a distinguishing element in the image, chart or diagram.
- NeWPOST will use high resolution images that accommodate zooming and always include descriptive, alternative text.
- All NeWPOST courses will use videos with interactive accessible transcripts.
- Any external content or content that requires plug-ins, will be accessible.

1.7 Textbooks and PDF Accessibility guidelines

Portable Document Format (PDF) is a common format for course materials, including textbooks. However, converting materials to PDF documents can create accessibility barriers, particularly for learners with visual impairments. Accessibility issues are very common in PDF files that were scanned from printed sources or exported from a non-PDF document format. Scanned documents are simply images of text. To make scanned documents accessible, Optical Character Recognition (OCR) should be performed on these documents and proofread the resulting text for accuracy before embedding it within the PDF file. Also, semantic structure and other metadata (headings, links, alternative content for images, and so on) should be added to the embedded text. When exporting documents to PDF from other formats, it is important to ensure that the source document contains all the required semantic structure and metadata before exporting.

The following Best Practices for Authoring Accessible PDF Documents will be followed:

- Explicitly define the language of the document so that screen readers know what language they should use to parse the document.
- Explicitly set the document title. When you export a file to PDF format, the document title usually defaults to the file name, not a human readable title.
- Verify that all images have alternative content defined or are marked as decorative only.
- Verify that the PDF file is “tagged”. Make sure the semantic structure from the source document has been correctly imported to the PDF file.
- Verify that a logical reading order is defined. This is especially important for documents that have atypical page layouts or structure.
- If the document includes tables, verify that table headers for rows and columns are properly defined.

Evaluating PDF Files for Accessibility

Adobe Acrobat Pro has tools (for example, “Accessibility Checker”) that can be used to evaluate PDF files for accessibility. Adobe Acrobat Pro also includes tools (for example, “Make Accessible”) for fixing most common accessibility issues.

1.8 Open Access

NeWPOST MOOCs will include lectures and assessments that are especially created for the NeWPOST project. The project’s educational resources will be offered freely and openly for educators, students and self-learners for use, reuse, adaptation and sharing through the NeWPOST Virtual Learning Environment. Constraints imposed will be regarding commercial reuse of the material as well as giving appropriate credit and license when reusing the material. Thus, the resources will be released under the [Creative Commons Attribution-NonCommercial 4.0 International Licence](#). All resources will be made available in downloadable and editable formats so that the user can store them locally and access them when offline (such as text documents, presentations and videos). The quality of these open educational resources will be assured based on OER commons recommendations, as well as the EU Open Education 2030 vision on lifelong learning.

Additional, pre-existing resources can be included, such as published textbooks or articles. These educational materials can be incorporated into the NeWPOST MOOCs, provided that copyright laws and regulations are respected.

1.9 Grading policy

Any of the out of the box problems, such as multiple-choice problems, can be graded or ungraded. The NeWPOST course team will have complete control of what type of graded exercises the NeWPOST courses will have, how much exercises count towards the final grade, and when they are due. The instructor dashboard will provide a source for tracking students' progress.

Concerning the grading policy, the NeWPOST VLE will give instructors considerable control over the exact nature of the grading policy. Instructors will be able to adjust grade ranges, change the names of grades, and decide on the number of possible grades. It is important to note though that any student earning a grade over the "F", or "Fail," threshold will qualify for a certificate. This will be true regardless of how many grade levels will be added in the grade range. Thus, when establishing the NeWPOST grading policy it is important to consider where to set the bar for receiving a certificate.

1.10 Instructor Dashboard

The Instructor Dashboard of the NeWPOST VLE will be a special staff-only tab in the navigation bar. Learners will not see the Instructor Dashboard listed in their course navigation. This tab has two main purposes: to show instructors information about student grades and enrolment, and to help them manage the course team. To put it simply, anything administrative that an instructor would do for a normal in-classroom course, can be performed on the Instructor Dashboard.

Using the Instructor Dashboard, instructors, and other course staff can perform many different administrative tasks including the following:

- Access learner grades and records.
- Correct grades and perform other grading tasks. For example, download a spreadsheet (.csv) file that contains a breakdown of all the grades for NeWPOST enrolled learners.
- Access learner enrolment data.
- Enroll and un-enroll learners, or close course enrolment.
- Email every enrolled learner in the NeWPOST course.
- Assign specific roles to course team members including discussion administrators and beta testers.

1.11 Progress Page

While the Instructor Dashboard is the course staff's tool for managing and viewing grades, the Progress tab is the equivalent tool for learners.

The Progress tab will contain a bar chart that lists all graded content in the course, such as homework assignments, quizzes, and tests, as well as the percentage that learners have earned on each assignment that they've completed. The tab also will contain a detailed breakdown of their score on every graded question in the course.

Each course will have its own percentage cut-off for passing. Learners can see where those cut-offs are by looking at the vertical description in the Progress tab. Learners will receive a certificate once they have achieved the passing score. They will be able to download their certificate from the Progress page, or their dashboard on NeWPOST VLE. Every verified certificate will come with a unique URL, which students can include on their resume or LinkedIn profile to confirm that they passed the course.

1.12 3.12. Roles

- **Staff (Instructor).** Team members with the Staff role can complete the following tasks:
 - View the course before the Course Start Date.
 - Enroll and unenroll students.
 - Access student grades.
 - Reset student attempts to answer a question correctly.
 - See course HTML errors.
 - Send email messages to course participants.

- **Admin.** Team members with the Admin role have access to all of the same options for running the course as team members with the Staff role. They can also complete the following tasks:
 - Add and remove Staff.
 - Add and remove other Admins.
 - Add and remove Beta Testers.
 - Add and remove Discussion Admins, Discussion Moderators and community Teaching Assistants (TAs-see below)

- **Discussion moderator.** While course discussions can contribute tremendously to the student experience, there are numerous reasons why it is important that the NeWPOST course team maintain a constant presence in the discussions throughout the duration of the course.
 - First, moderators should enforce the Discussion Guidelines and edit or remove offensive or inappropriate content, ensuring that the discussions provide a positive and respectful environment for learner interaction.
 - Secondly, moderators answer questions posed by students regarding course content or structure and reply to suggestions or complaints about the course. No issues should go completely unaddressed—even a simple acknowledgement that an issue can only be fixed the next time the course is offered is better than no reply. Learners want to be heard and to understand why things are done the way they are; they always appreciate when the course staff is responsive to their needs and suggestions.
 - Third, moderators can help foster vibrant and active discussions by replying to interesting posts, thanking or congratulating particularly active or insightful discussion participants, posing thought-provoking questions, and pinning or highlighting insightful discussion threads.
 - Lastly, moderators can identify learners who are especially active in the discussions and invite them to become community Teaching Assistants (TA). As community TAs, these learners are very helpful to their peers and find the experience very rewarding.

In brief, NeWPOST course team will spend a significant amount of time in the course discussions, as this is a great place to communicate with learners and ensure they have an excellent experience.

- **Beta Tester**
Beta testers have early access to the course. Beta testers are not members of the course team: they do not have information about “how it is supposed to work”. They use their own computers and Internet connections to view videos, follow links, and complete problems. They interact with the course as learners will to find, and make, mistakes.
However, beta testers are not the same as other learners in the course, either. They have privileged access to the course and have more time to review and complete the course materials than the enrolled learners do. Course discussions are not open before the course start date, so beta testers cannot participate in community conversations. As a result of these differences, beta testers do not receive certificates when they complete a course.
- **Using Course Team Members as Beta Testers**
The NeWPOST course team can provide valuable feedback about the NeWPOST courses. However, they are typically stakeholders in the success of the courses and have a significant amount of knowledge about it. As a result, they can be too close to the course to interact with it in the same way as learners will.
- If a team member will be a beta tester, it should be noted that the privileges of the Staff or Admin role override those of a beta tester. The team member must use a different, second email address to create an additional edX account and enroll in the course, and the course team must assign only the beta tester role to that edX account. The course team member experiences the course as a learner only when she signs in to edX using the beta tester account.

1.13 Analytics: NeWPOST Dashboard

The NeWPOST VLE will provide information about courses available to course team members who have the Course Staff or Instructor role. The NeWPOST VLE will provide these course team members with data about learner backgrounds and activities throughout the course. The NeWPOST VLE will provide intelligent, learner-centric analytics to help instructors understand how learners engage with course material. The open source architecture allows for integration with 3rd party tools or applications such as *insights* or *figures* or even custom developments. In any case all recorded data can be extracted in csv format where efficient visualization can be produced for custom-defined metrics.

1.13.1 Enrollment and Engagement

The Insights Dashboard will track learner enrolment and student engagement.

Enrolment

The Enrolment tab will include the total number of learners enrolled in the course, the number of new learners who enrolled in the previous week, a demographic breakdown of learner age, gender and education level, and a geographic breakdown of the learners enrolled in the NeWPOST course.

Engagement

The Engagement tab will report the total number of active learners in the past week, as well as the number of learners who viewed videos and attempted to answer problems in the NeWPOST course.

1.14 The NeWPOST MOOC Development Checklist

An important tool for the NeWPOST MOOC team is the NeWPOST MOOC Development Checklist (NeWPOST MDC), which is available in Appendix 3. NeWPOST course teams will use the NeWPOST MDC to guide their course planning and creation efforts as well as to determine if their course is ready to be offered on the NeWPOST VLE as a MOOC. The NeWPOST MDC includes a list of minimal requirements that a course must meet before being launched, as well as a list of optional best practices. The NeWPOST MDC addresses the following areas:

- Course announcement and introduction
- Course structure
- Instructional materials and assessments
- Course administration and learner engagement
- The checklist is also available as a course handout.

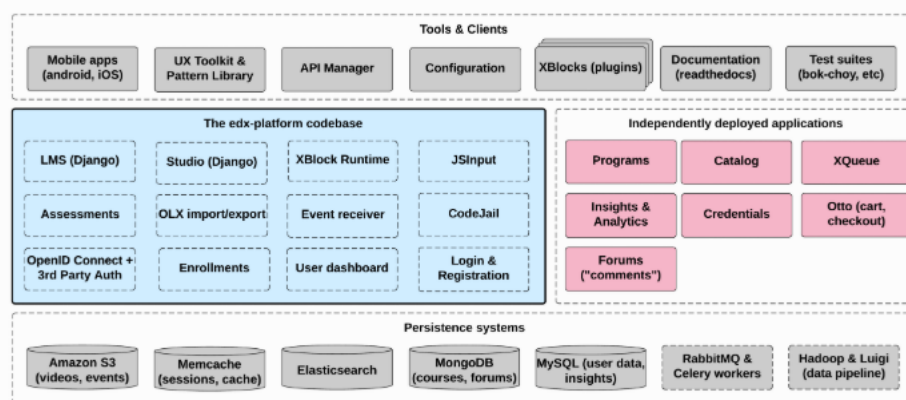
While the NeWPOST MDC can be viewed as a final checkpoint for the NeWPOST course before it is launched, it should be consulted throughout the process of designing and creating a course.

2 Technical Specifications

2.1 NeWPOST training platform tool architecture

The cornerstone of the NeWPOST VLE is the Open edX platform (<https://github.com/edx/edx-platform>), which contains the learning management and course authoring applications (LMS and Studio, respectively). This service is supported by a collection of other autonomous web services called independently deployed applications (IDAs).

Figure 2 NeWPOST training Platform architecture



Almost all of the server-side code in the Open edX project is in Python, with Django as the web application framework. Several other repositories are also included, that can be used off the platform to integrate machine learning and analytics.

2.2 Key components

2.2.1 Learning Management System – LMS

The LMS is the most visible part of the NeWPOST Open edX VLE. Learners take courses using the LMS. The LMS also provides an instructor dashboard that users who have the Admin or Staff role can access by selecting Instructor.

The LMS uses several data stores. Courses are stored in MongoDB, with videos served from YouTube or Amazon S3. Per-learner data is stored in MySQL.

As learners move through courses and interact with them, events are published to the analytics pipeline for collection, analysis, and reporting.

2.2.2 Front-End

The Django server-side code in the LMS and elsewhere uses Mako for front-end template generation. The browser-side code is written primarily in JavaScript with some CoffeeScript as well (edX is working to replace that code with JavaScript). Parts of the client-side code use the Backbone.js framework, and edX is moving more of the code base to use that framework. The NeWPOST VLE uses Sass and the Bourbon framework for CSS code.

2.2.3 Course Browsing

The NeWPOST VLE provides a simple front page for browsing courses.

2.2.4 Course Structure

NeWPOST Open edX courses are composed of units called XBlocks. Anyone can write new XBlocks, allowing educators and technologists to extend the set of components for their courses.

In addition to XBlocks, there are a few ways to extend course behavior:

- The LMS is an LTI tool consumer. Course authors can embed LTI tools to integrate other learning tools into an Open edX course.
- Problems can use embedded Python code to either present the problem or assess the learner's response. Instructor-written Python code is executed in a secure environment called CodeJail.
- JavaScript components can be integrated using JS Input.
- Courses can be exported and imported using OLX (open learning XML), an XML-based format for courses.

2.2.5 Studio

Studio is the course authoring environment. Course teams use it to create and update courses. Studio writes its courses to the same Mongo database that the LMS uses.

2.2.6 Discussions

Course discussions are managed by an IDA called comments (also called forums). Comments is one of the few non-Python components, written in Ruby using the Sinatra framework. The LMS uses an API provided by the comments service to integrate discussions into the learners' course experience.

The comments service includes a notifier process that sends learners notifications about updates in topics of interest.

2.2.7 Analytics

Events describing learner behavior are captured by the Open edX analytics pipeline. The events are stored as JSON in S3, processed using Hadoop, and then digested, aggregated results are published to MySQL. Results are made available via a REST API to Insights, an IDA that instructors and administrators use to explore data that lets them know what their learners are doing and how their courses are being used

2.3 Installation prerequisites

A typical distribution installation includes the following Open edX components:

- The Learning Management System (LMS)
- Open edX Studio
- Discussion Forums
- Open Response Assessments (ORA)
- E-Commerce
- Credentials
- Notes
- Course Discovery

- XQueue
- Open edX Search
- A demonstration Open edX course

Analytics Devstack distribution also includes the following Open edX components:

- Open edX Analytics Data API
- Open edX Insights
- The components needed to run the Open edX Analytics Pipeline. This is the primary extract, transform, and load (ETL) tool that extracts and analyzes data from the other Open edX services.

The hosting server of the NeWPOST VLE should have a minimum of 2 CPUs and 6GB of memory.

2.4 Course Content – technical specifications

The actual course content of the NeWPOST courses consists of Videos and HTML components (problems/quizzes, reading material).

2.4.1 HTML components

HTML, or HyperText Markup Language, is the standard markup language used to create web pages. Web browsers present HTML code in a more readable format.

HTML components are the basic building blocks of the NeWPOST course content. NeWPOST team will use HTML components to add and format text, links, images, and more

2.4.2 Video Components

Video length

Videos should be kept as short as possible. Learners are more likely to finish watching a video if it is no more than 3-10 minutes long.

Accessible Media

Media-based course materials help to convey concepts and can bring course information to life. All videos in NeWPOST courses are required to include timed text captions in SubRip (SRT) format. The edX media player displays caption files in an interactive sidebar that benefits a variety of learners, including learners who are hard of hearing or whose native language differs from the primary language of the media. This built-in universal design mechanism enhances course's accessibility.

Recommended Compression Specifications

The recommended specifications for the videos, which will be hosted to the NeWPOST MOOC are the following:

Output	Publish to YouTube	Publish downloadable file to AWS S3
Codec	H.264 .mp4	H.264 .mp4
Resolution & Frame Rate (see note)	1920x1080, progressive, 29.97 fps	1280x720, progressive, 29.97 fps
Aspect	1.0	1.0
Bit Rate	VBR, 2 pass	VBR, 2 pass
Target VBR	5 mbps	1 mbps
Max VBR	7.5 mbps	1.5 mbps
Audio	AAC 44.1 / 192 kbps	AAC 44.1 / 192 kbps

Figure 3 Video technical specifications

Supported Video Formats

The NeWPOST MOOC will support videos in .mp4, .mpeg, .webm, and .ogg format. However, to help make sure all standard browsers can play the videos, NeWPOST course team will use the .mp4 format.

Video Transcripts

Transcripts will be included in all NeWPOST videos. Transcripts help learners with hearing impairments understand audio content, and they are helpful for learners who speak other languages. The NeWPOST VLE will allow learners to download transcripts so that they can read them offline. Transcripts will be associated with a video when the video component is created. Timed transcripts in the SubRip Text (.srt) format are strongly recommended.

Posting the Video Online

All course videos should be posted to YouTube. By default, the edX video player accesses the course YouTube videos.

In case YouTube is not available in all locations, however, NeWPOST team will also post copies of the course videos on a third-party hosting site such as Amazon S3. When a learner views a video in the NeWPOST MOOC, if YouTube is not available in that learner's location or if the YouTube video does not play, the video on the backup site will start playing automatically. Learners will be also allowed to download the video from the backup site.

3 Conclusions

The selection criteria of the NeWPOST training platform include:

- Open license
- Contribution to the basic competences
- High quality
- High modularity because trainees cannot afford long training sessions: rather they prefer many short ones
- Adherence to adult education/ self-study principles
- Versatility in order to maintain interest

In order to ensure user acceptance, the NeWPOST Training Platform will be pilot tested by both the NeWPOST team and the focus group. The platform will be open to anyone, consequently there is no plan for restrictions enrollment on postal trainees. However, it is crucial to ensure that a substantial number of trainees, will be informed to enroll to the NeWPOST Training platform.

Undoubtedly, the delivery of the training platform is the core task of this WP. It will last about 6 weeks and consists totally of online training and self-study, with the support of tutors and peers. No more than 10 hours per week will be required and the estimated number of enrolled users is at least 100 postal employees.