MORAL

Key Skills Micro-credentials:
A Passport to Employment and Inclusion

Work Package No: 1

Work Package Title: Project Management and Quality Assurance

Task No: 1.9

Task Title: Independent External Evaluation at the Middle and Before the End of the Project for Potential Adjustments

Call for Tenders for External Evaluator

Project Agreement Number: 101132909

Programme:	Erasmus+
Sub-programme:	Partnerships for Innovation – Forward-looking Projects
Programme Guide / Call for Proposals:	ERASMUS-EDU-2023-PI-FORWARD
Action:	ERASMUS-LS ERASMUS Lump Sum Grants
Project Title:	KEY SKILLS MICRO-CREDENTIALS: A PASSPORT TO EMPLOYMENT AND INCLUSION
Project Acronym:	MORAL
Project Agreement Number:	101132909

Coordinator:

MMC Mediterranean Management Centre

Partners:

OEB

CYPRUS CERTIFICATION COMPANY

FUNDACIÓN equipo humano

Cámara Valencia

CAMERA DI COMMERCIO DELLA BASILICATA

Asnor
Associazione Nazionale Orientatori

DIMITRA educational organization

STHEV
Association of Thessalian Enterprises and Industries

Łukasiewicz Institute for Sustainable Technologies

IZBA PRZEMYSŁOWO-HANDLOWA ZIEMI RADOMSKIEJ

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1. Introduction

MMC – Mediterranean Management Centre, as the coordinator of the **Project 'Key Skills Micro-credentials: A Passport to Employment and Inclusion' (MORAL)** project (Erasmus+ Forward-looking; Agreement Number:) seeks to subcontract the activity of *External Evaluation of the Project (1.9)* to a natural person or a company. This document presents the details of the project, the main responsibilities of the subcontractor, and the requirements for the submission of a tender.

2. The MORAL Project

2.1 Start and End Date

Start date: 01/01/2023

End date: 31/12/2025

2.2 Consortium

No	Country	Name and Acronym
1	**Cyprus**	MMC – Mediterranean Management Centre (MMC) **[Coordinator]**
2	**Cyprus**	Cyprus Employers & Industrialists Federation (OEB)
3	**Cyprus**	Cyprus Certification Company (CCC)
4	**Spain**	Fundación Equipo Humano (FEH)
5	**Spain**	Valencia Chamber of Commerce, Industry, Services and Shipping (CAMARA VALENCIA)
6	**Italy**	Chamber of Commerce, Industry, Craft and Agriculture of Basilicata (CCIAA)
7	**Italy**	Associazione Nazionale Orientatori – ASNOR (ASNOR)

8	**Greece**	DIMITRA Education & Consulting (DIMITRA)
9	**Greece**	Association of Thessalian Industries & Enterprises (STHEV)
10	**Poland**	Łukasiewicz Research Network – Institute for Sustainable Technologies (ITEE)
11	**Poland**	Radom Chamber of Industry and Commerce (IPHZR)

2.3 Description

In the recent years, six key challenges in Learning & Employment have been identified across Europe that call for upskilling; these challenges need to be addressed more by the people entering the labour market in low-level and other positions to align their skill sets with the requirements of employers and by people belonging to disadvantaged groups to enhance their employability.

Challenges:

1. *Green and digital transitions are reshaping the way we live, work and interact, and call for a shift in skill sets to reap their full potential.*

2. *The Covid-19 pandemic made telework and distance learning a reality for millions of people in the EU, revealed the limitations of our digital preparedness, and negatively impacted job opportunities for many.*

3. *Too many people cannot find a job because they do not have the right skills or they are working in jobs that do not match their talents.*

4. *40% of employers cannot find people with the right skills to fill their vacancies, while too few people have the skill sets and support to see setting up their own business as a realistic route.*

5. *An unacceptably high proportion of Europeans – 1 in 5 – struggle with reading and writing, and even more have poor numeracy and digital skills.*

6. *While everyone should have the chance to upgrade their skills on a regular basis, only 4 in 10 adults take part in learning,*

To address these challenges, MORAL is developing a "Passport to Employment" (PTE), which includes 20 micro-credentials for life, green, digital, and entrepreneurial mindset skills, described in 4 European Competence Frameworks.

*More specifically, MORAL **aims to support disadvantaged groups** (long-term unemployed with emphasis on women and youth, economically inactive women, and low-skilled adults) **in entering the labour market as well as to upskill employees that are currently in entry-level (junior) job positions through the development and validation of Key Skills forming the "Passport to Employment"**. To this end, **micro-credentials and asynchronous electronic learning materials** for micro-courses are designed, developed, and pilot tested. The **most important skills for employment** are identified **in 4 European Competence Frameworks (LifeComp, GreenComp, DigComp, EntreComp)** through research with the participation of employers. The project activities involve learners, employer and employer representatives, VET providers, and policy makers.*

Upskilling through MORAL

What skills?

- *Basic*
- *Vocational*
- *Technical*
- *Transversal*
- *Digital*
- *Green*
- *Entrepreneurial Mindset*

How many skills?

- *20 key skills deriving from 4 European Competence Frameworks, selected by employers based on their requirements for newly recruited employees and/or employees in entry-level job positions.*

The MORAL compass can help employees find their direction to personal development and professional success!

2.4   Main Activities

1. Carrying out research (focus groups, large-scale survey) with employers and employer representatives to identify 20 key skills for employment in entry-level (junior) job positions in different economic sectors using 4 European Competency Frameworks & developing a report on the research results at consortium level.

2. Developing a Key Skills Matrix (KSM), including the 20 key skills for employment in entry-level (junior) job positions identified.

3. Designing and developing 20 micro-credentials for the key skills identified, based on guidelines provided by the European Commission.

4. Developing a 'Passport to Employment' (PTE) including the 20 micro-credentials.

5. Developing learning materials for the 20 key skills and an asynchronous electronic learning course in the partner languages (Greek, Italian, Polish, Spanish) and in English.

6. Pilot testing the learning materials for the 20 key skills with members of disadvantaged groups and employees in entry level (junior) job positions.

7. Assessing the participants in the pilot trainings to grant the 20 micro-credentials (PTE).

8. Granting the 20 micro-credentials in the form of European Digital Credentials for Learning.

9. Promoting the Passport to Employment to learners that can use it as a tool for accessing the labour market, employers that can use it for recruitments, employer representatives

   and VET providers that can learn from the process of developing micro-credentials, and policy makers that can integrate it into National Qualifications Frameworks (NQFs).

10. Training VET providers on the design and development of micro-credentials.

11. Implementing partner workshops on the finalisation of the Key Skills Matrix (KSM) and the development of learning outcomes and micro-credentials, with the participation of employer representatives and guest speakers.

12. Implementing workshops with the participation of learners, employers, employer representatives, VET providers, and policy makers & developing a report on the Lessons Learned and the Way Forward.

2.5 Main Deliverables

1. Research Report on Key Skills Necessary (KSM) for Employment in Junior (Entry-Level) Job Positions in the Project Partner Countries

2. Matrix of Key Skills Necessary for Employment in Junior (Entry-Level) Job Positions in the Project Partner Countries

3. 'Passport to Employment' (PTE) (20 Micro-credentials)

4. Asynchronous E-Learning Materials for the Acquisition of the Passport to Employment

5. Asynchronous E-Learning Materials Pilot Testing Report

6. Report on Micro-credentials: 'Lessons Learned and the Way Forward'

3. External Evaluation of the Project

The external evaluation of the project must focus *both* on the implementation process followed in the project and on the outcomes of the project, and the report must present thoroughly *both* aspects.

3.1   Methodology

The methodology will be decided by the external evaluator and will be presented to the consortium or the coordinator *prior* to the implementation of the external evaluation.

Below, some suggestions for activities that could be included in the evaluation methodology are listed:

1. Interim and final evaluation questionnaire to be completed by the project partners on the implementation process followed in the project.

2. Participation of the external evaluator in some online partner meetings (if required).

3. Evaluation of key deliverables by the external evaluator.

Notes:

1. The consortium is already implementing internal evaluation of the work packages (WPs) of the project and the results of this evaluation will also be available to the external evaluator.

2. The decision for the final methodology is the responsibility of the external evaluator that will present the methodology for approval *prior* to the implementation of the evaluation.

3.2 Requirements

The external evaluator must be a company or a natural person. In both cases, the subcontractor must provide the CV of the person that will have the main responsibility for the implementation of the evaluation. The criteria for the external evaluator are as follows:

1. Education

- **Master's degree** in Education, Social Sciences, Psychology, HR Development, or any related field.

2. Relevant Experience (3+ years)

- Experience in **evaluating or managing Erasmus+ projects**, particularly in the field of education, VET, adult learning, or youth (a minimum of 2 years).

- Experience with **basic evaluation tools and reporting** (e.g., surveys, focus groups, internal quality assessments) (a minimum of 2 years).

3. Understanding of Skills Development

- General understanding of **key competences**, **non-formal learning**, and **skills validation** (familiarity with micro-credentials is a plus but can be briefed).

4. Basic Knowledge of E-Learning

- Familiarity with **asynchronous learning**, online course structures, and e-learner feedback.

5. Reporting Skills

- Ability to produce **clear, structured evaluation reports** in English, including analysis of qualitative and/or quantitative feedback.

6. Independence and Objectivity

- Must be **independent of the project consortium** and capable of delivering an objective, impartial evaluation.

3.3   Deliverables

Evaluation Methodology: <u>15/09/2025</u>

Interim Report: <u>14/11/2025</u>

Final Report: <u>1 month before the end</u> of the project

4. Tender Submission

Submission of a tender: <u>30/07/2025</u>

Documents to be submitted with the tender:

- Detailed CV of the external evaluator, indicating clearly that the evaluation criteria are met.

- Financial tender based on *Annex 1*.

Annex 1

Project Title: External Evaluation of the Project MORAL
Tender Reference Number: Moral_EVAL-2025-001
Submission Deadline: [30/07/2014]
Submission Method: [e.g., E-mail to: eu@mmclearningsolutions.com]

SECTION 1: GENERAL INFORMATION

Full Name of Tenderer:

Legal Entity (if applicable):

Address:

E-mail Address:

Phone Number:

VAT Number (if applicable):

SECTION 2: MINIMUM ELIGIBILITY CRITERIA

Please confirm and provide the following:

☐ **CV (in attachment)**, demonstrating:

- o The minimum criteria, as described in the tender.

☐ A copy of the relevant degree (Bachelor's or Master's).

SECTION 3: FINANCIAL OFFER

I understand the activities involved in the tender for the external evaluation of the MORAL project and I can provide the relevant services at the cost indicated below:
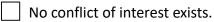
Description	Total Fee (EUR, excluding VAT)
External evaluation services for the MORAL project	[Insert Amount]

- The fee must be inclusive of all taxes, travel, and incidental expenses.

- The lowest compliant offer will be selected.

SECTION 4: DECLARATIONS

- By signing below, the tenderer confirms that:

  ☐ The information provided is true and correct.

  ☐ No conflict of interest exists.

  ☐ S/he complies with the terms outlined in the invitation to tender.

  ☐ The financial offer is valid for [e.g., 60] days from the submission deadline.

Signature:

Name and Title:

Date:

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