



## Specifications for the project external evaluation procurement

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Alliance for cooperation on digital and circular economy skills for the TCLF sector across Europe

Project n. 101111842



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### Introduction to the document

This document consists in the external evaluation specifications for the project METASKILLS4TCLF - Alliance for Cooperation on Digital and Circular Economy Skills for the TCLF sector across Europe, Project number: 101111842 — METASKILLS4TCLF, approved for funding by the EACEA – Education Audiovisual and Culture Executive Agency of the European Commission, under the Call: ERASMUS-EDU-2022-PI-ALL-INNO, Topic: ERASMUS-EDU-2022-PI-ALL-INNO-BLUEPRINT.

This document was produced for the purpose of contracting an external evaluator or entity. The procurement will be made at European level.



### The Project

#### General description

The METASKILLS4TCLF project aims to address all the objectives of the Alliances for Sectoral Cooperation on Skills (“E+ Blueprint”), intersecting the pillars of the EU PACT4SKILLS TCLF Charter launched in December 2021.

It is committed to consolidate and update part of the former “Blueprint Skills4Smart TCLF Industries 2030” project results, adding new skills necessary to help companies in the digital and green transition, while adopting disruptive learning methodologies that contribute to attract young generations.

The project focuses on the following key aspects, with the support of an upcoming wide Network of education providers and a Network of EU regional authorities contributing to the modernization of TCLF education:

- To update an EU Skills Strategies at EU level, and also existing at national level, and to develop on for three of the countries that do not still have. This includes anticipating and addressing skills gaps in the textile, clothing, leather and footwear (TCLF) sectors through public-private collaborative skills alliances at regional level working and developing regional Pact for Skills.
- To develop innovative Curricula and training resources using new training methodologies. This involves collaboration with various actors in the education and training community throughout Europe, ensuring that training programs are aligned with the evolving needs of the TCLF sectors.
- To promote the attractiveness and inclusion in these sectors as a career choice. This includes measures to ensure that no talent is wasted, providing inclusive opportunities for professionals from diverse backgrounds, and facilitating their integration in the sectors.
- To launch an Awareness Campaign: Additionally, partners will conduct a robust awareness campaign to raise awareness about the TCLF sectors and their career opportunities.

#### The Consortium

The consortium is composed by a diverse range of partners from the most representative countries of European Footwear industry, involving research and training centers, adult learning institutes, associations and companies. The partners use to work together in a regular basis in projects in many field of action, namely training/education, R&DT, Promotion, and Sustainability and decided to undertake the challenge of creating,



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developing and piloting a new occupation and qualification profile and correspondent training on sustainable manufacturing in Footwear, improving competitiveness and job opportunities. The project idea has arisen from their recent common work. The partners' countries represent the most important players in footwear in Europe and together meet all the necessary competences to undertake the project activities.

The partnership is constituted by 21 full partners, 4 affiliated partners and 5 associated partners, from 9 different countries, to know:

- CTCP – Centro Tecnológico do Calçado de Portugal (coordinator) (PT)
  - Associação Portuguesa dos Industriais do Calçado, Componentes, Artigos de Pele e Seus Sucedâneos (APICCAPS)
- CEC – Confédération Européenne de L'Industrie de la Chaussure (BE)
- COTANCE – Confederation des Associations Nationales de Tanneurs et de Megissiersde la Communauté Europeene
- EURATEX – European Apparel and Textile Confederation AISBL
- POLICALZ – Politecnico Calzaturiero SCARL
- PIN SCRL – PIN Soc. Cons. A.R.L. – Servizi Didattici e Scientifici per L'Università di Firenze
  - UNIFI – Università degli Studi di Firenze
- CITEVE – Centro Tecnológico das Indústrias Têxtil e do Vestuário de Portugal
  - ATP – Associação Têxtil e Vestuário de Portugal
- SPIN 360 SRL
- Asociación Valenciana de Empresarios Del Calzado
- Universidad de Lleida
  - Associacio Leather Cluster Barcelona
- CIDA - Consellería de Educación, Cultura y Deporte
- TUIASI - Universitatea Tehnica Gheorghe Asachi Din IASI
- CNDIPT – Centrul National de Dezvoltare a Invatamantului Profesional Si Tehnic
- PFI – PRUF-UND Forschungsinstitut Pirmasens EV
- FILK – Filk Freiberg Institute Ggmbh
- HCIA – Hellenic Clothing Industry Association
- COFINDUSTRIA MODA – Federazione Italiana Moda Tessile e Accessorio
- ITECH – Institut Textile et Chimique de Lyon
- BORAS STAD – Boras Kommun
- UKRLEGPROM - Ukrainian Association of Light Industry Enterprises
- LIT – Siec Badawcza Lukasiewicz – Lodzki Instytut Technologiczny

Associated partners:

- COMUNE DI PRATO
- RT – Regione Toscana
- INDUSTRIALL – Industriall European Trade Union Association De Fait
- CFZ Cobots
- ACCIO – Agencia per a la competitivitat de la Empresa



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### Objectives

The specific objectives are the following:

- To develop a deep knowledge on occupation and training needs to implement sustainable manufacturing in Footwear and possible existing learning opportunities;
- To develop a new occupation/qualification profile of the expert in sustainability, capable to deal with all frameworks of sustainability;
- To develop a learning program capable of coping with the identified training needs, according to ECVET;
- To develop training units targeted to the new;
- To development the b-learning course, including e-learning component and work based learning workshops;
- To pilot the results;
- To create awareness for the need of a sustainable manufacturing strategy;
- To exploit results through European, national and local networks and platforms, enterprises, business organizations, guidance organizations, as well as other relevant media, inside and outside Europe;
- To enlarge the networking between the partners.

### Products / Results

The products will be delivered in the following languages: English, Portuguese, Spanish, Italian, Romanian, Slovenian, Czech, French and German:

- Research on training needs based on evidences - Competences and skills to implement sustainable manufacturing in Footwear among Europe companies/Universities/technical schools/ET entities;
- New qualification profile based in a new research combined with already existing studies on sustainable manufacturing;
- Training Programme to fit the new qualification profile, according to the presuppositions of ECVET for credits transfers (European Credit System for Vocational Education and Training);
- Learning units based on qualifications targeted to the new profile an other people in companies, with association to assessment procedures, transferability, validation and accumulation of learning outcomes achieved in formal, informal and non-formal contexts - integrating ECVET (European Credit System for Vocational Education and Training) and quality assurance principles EQAVET;
- E-learning course;
- Results piloting reports;
- Quality Evaluating Report;
- Dissemination material and events for exploitation of results.



### Target-group

Project direct target groups are:

- TCLF companies and employees and their respective national and regional associations, as well as regional clusters who will engage on the digital and green transitions and will be able to adopt inclusive and diversified management practices, within a wide level of actors and at different levels of qualifications, from EQF3 to EQF7.
- VET and HEI students who will acquire green and digital skills through more motivating and effective delivering methodologies.
- Immigrants and refugees.
- VET and HEI trainers, teachers, and managers, who will incorporate innovative teaching tools within a modern and advanced offer, more adapted to the real TCLF actual & emergent skills needs, and who will be trained to provide innovative training/education.
- Mentors, coaches and tutors in companies who will be more and better prepared on the new skills.
- Policymakers, namely those responsible for education/employment and regional development at regional and national level, as well as national public entities responsible for certification in VET and HE.
- Children in school who will be introduced to the TCLF manufacturing industries.
- Other sectorial related groups to incorporate good practices and more transversal tools produced in METASKILLS4TCLF.

### The Work Plan

The METASKILLS4TCLF is organized in 11 different Work Packages (WPs) and a total of 53 Tasks, being 3 transversal (WP1, 10 and 11) and 8 of implementation (WP2 to 9), including 1 of preparation (WP3) centered in a wide range of outputs, each one involving a set of activities/tasks distributed by all partners with a specific budget assigned, per partner (full partners and affiliated) and per work package.

The 8 more operative WPs are interconnected, and directly linked to the project objectives. The 3 transversal WPs are related to coordination, monitoring and quality assurance activities, marketing, communication and disseminations and sustainability of the project outputs and results.

The 11 WPs to know:

- WP1 – Project Management & Quality Assurance
- WP2 – Building a strong skills partnership with relevant stakeholders
- WP3 – Skills Intelligence for Forecasting and Monitoring TCLF Emerging Skills Needs
- WP4 – New modular training curricula/training modules “Inside Fashion” (both for initial education & training and upskilling-reskilling of the workforce)
- WP5 – Exploit and update the contents developed in Skills4Smart
- WP6 – Real exploitation of the European Fashion Campus into a European TCL Metaverse Campus
- WP7 – Strengthening Skills Supply to Demand (Train and teach the trainers)
- WP8 – Piloting of the project outputs



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- WP9 – Raising awareness, attractiveness and inclusion on the TCLF industries
- WP10 – Project Marketing, Communication & Dissemination
- WP11 – Smart Sustainability of the project outputs and results

Each Work Package (WP) has its respective leader, with the responsibility to coordinate each specific activity, guarantee the quality achievement of WP, and closely communicate with the Project Coordinator. Each specific activity within each WP has a Task Leader that most oversee the operational execution predicted in the application and communicate closely with the WP leaders.

On the level of project coordinator, the duties between operational and financial matters are distributed between the Project Coordinator, Work Package Leader and Activity Leader.

All partners have an active role in tasks implementation by participating leading, participating, developing, accompanying, validating the specific tasks.

### Envisaged impacts

**Short-time impacts:** Data intelligence on TCLF Skills Needs. Acceleration of the digital and green transformations in the SMEs that benefit directly from the project, creating resilience and strengthening employment. Repository on TCLF education offer across EU. More engagement of VET providers (and HEs) with regional authorities and social partners on the discussions on regional development and smart specialisation strategies, and in connection with the TCLF regional Pact for Skills. Acceleration of the adoption of innovative and green technologies that perform with optimal requirements on sustainability, circularity and digitalisation, increase productivity and flexibility. Upskilling and reskilling of the SMEs involved in the project piloting facilitating their digital and green transformations. Foster the development of the TCLF clusters involved in the project such as North Portugal, Comunidad Valenciana, and Centre-South Poland, Central Romania, Catalunya, Auvergne-Rhône-Alpes region, Tuscany, among others, thanks to a more green and digital strategy based on the companies' skills needs.

**Medium term:** A wide trans-European skills collaboration between different categories of public and private stakeholders (HE and VET providers; social partners; research centres; relevant public authorities at national and regional level; employment offices; skills observatories; etc. who will participate in the development of such skills strategies and in the regional TCLF Pact for Skills (in line with the guidelines of the EU TCLF Pact for Skills Charter launched in December 2021). Increased work-based opportunities (apprenticeships, and innovative learning tools - Metaverse and Artificial Intelligence) to facilitate the transition between education and the workplace. New education curricula and training offer on energy saving, circularity and digitalisation in 10 languages plus English. Upskilled trainers (train the trainers). A virtual TCLF learning hub for students and workers. Inclusion of immigrants and refugees on the TCLF labour market (thanks to skills recognition mechanisms). Fast recognition of new skills thanks to micro-credentials. Modernisation and recognition of VET as a catalyser of the innovation and research produced





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by HE, in the regions. Better companies' awareness and understanding of the benefits of the greener and digital transformation for them and in general for the economy, people and planet.

**Long term impact:** Increase the resilience and competitiveness of the TCLF companies by preparing the workforce with necessary skills that can anticipate/ respond to the rapid economic, societal, climate and demographic changes under responsive and tailored national skills strategies in line with an EU skills strategy, the EU Textile Ecosystem strategy, the EU Green Deal and the EU Skills Agenda and correspondent actions. Growth of the local and regional economies with TCLF industries presence. Increased number of TCLF students and skilled workers with modern and innovative learning initiatives more attractive image of the sectors to replace the ageing workforce. An 'European' TCLF skills strategy suitable for the greener and digital transformation of the industries that reinforces companies' resilience to crisis. Reskilled and upskilled TCLF clusters and their members in EU.



### Project evaluation

The conceptual idea for the project evaluation is that everything should be evaluated in order to produce information to continuing improving. The project evaluation aims at assuring that the products meet the Quality standards committed by the consortium and requested by the users and intermediate users, but it's also an exercise of working toward the continuing improving. The basic idea is to define indicators, criteria and procedures to evaluation, collect information from all actors and people involved in the project activities, to analyses, process and present it, to promote internal reflection, to produce corrective measures, to continue improving. It also aims at producing referential documents as evaluation reports, available to EACEA.

Evaluation activity should be a means, not an end, and part of the process of helping lead organizations and partnerships to achieve sustained project outcomes.

### Evaluation aims

The evaluation aims at:

- Assuring the quality of all results, products, procedures and impacts, in all WPs and their integration with the overall outcomes;
- Assuring that the products meet the Quality standards committed by the consortium and requested by the users and intermediate users;
- Following, controlling and improving the quality of the project and products, through commitments between all partners involved in the consortium and internal and external evaluation;
- Defining indicators, criteria and procedures to evaluation, collect information from all actors and people involved in the project activities, to analyze, process and present it, to promote internal reflection, to produce corrective measures, to continue improving;
- Producing documents, namely evaluation reports, available to EACEA

### Methodology

- Collect information near the actors (partners, target-groups, stakeholders) at the start of the project - managing expectations - (Jan-Apr14), producing the first evaluation report centered on expectations (Apr14). This step will be provided by the project coordinator;
- Collect information on evaluation of every event/meeting/testing implementation, etc, in due time (at the final of each activity) – measuring satisfaction–. This is a continuous work providing to promote internal reflection and to be processed for the reports. Some of the data can be provided by the coordinator;
- Collect information near the actors and produce 1<sup>st</sup> project evaluation report and provide a comparative analysis with the expectations, at the end of 1<sup>st</sup> year of the project (Sep2024);



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- Collect information near the actors at 2<sup>nd</sup> year project and produce 2<sup>nd</sup> intermediate evaluation project report (Sept2025);
- Collect information near the actors at at 3<sup>rd</sup> year project and produce 3<sup>rd</sup> project evaluation report (Sep2026);
- Collect information near the actors at the end of the project and produce Final evaluation project report (Oct2027) to be submitted with the Final Report.

### Role of the external evaluator

The integration of an external evaluation in the Project will give a free and equal view to the evaluation process, contributing for a fairer analysis and conclusions, analyzing all the information collected, providing additional information (perform interviews, consulting participants and stakeholders) and contribute for the reports. The external evaluator will assure a more neutral perspective to project evaluation in certain times of the project lifetime and promote a neutral assessment and realistic evaluation.

### Evaluation Questions

With the external evaluation, the consortium pretends to find answers to the following questions:

- How are the principles of innovation, empowerment, utility, accessibility, suitability, equality, transferability, enhancement of knowledge on Sustainability, accomplishment of expectations, etc. being incorporated in the project activities, in the products, in the consortium, and in the target-groups and other stakeholders?
- What is the level of satisfaction of the partners, organizations, participants, and other entities involved in the project?
- What are the apprenticeship results of the participants in the training, during the piloting phase?
- Which is the impact of the project on the partners, companies involved and participants and in the footwear sector in general?
- How close are the products in development process to the footwear companies and defined target-groups?
- How feasible and effective is the management structure, communication and decision making? Is the internal and external communication effective and transparent?

### Evaluation Documents



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- Project evaluation system - This product consists in a package involving a methodological framework, templates for collecting data, procedures for application and analysis, and the results of the application - data collected. It's an instrument to be used internally, to orient all the partners and intervenient in Quality Assurance Plan. It also contains the criteria to evaluate all products/results produced in the project (namely innovation, empowerment, utility, accessibility, suitability, equality, transferability, enhancement of knowledge on Sustainability, accomplishment of expectations, etc.). This package was produced by the consortium, conducted by the project coordinator;
- Specification for external evaluation – produced by the consortium, conducted by the project coordinator;
- Proposal to confirm the external evaluator methodology – to be produced by the external evaluator;
- Project evaluation reports: there'll be 4 reports, all resulting from the common work of the consortium and the external evaluator (except the first report), analysis, comparing validating information collected from target-groups and organization, internal staff, all stakeholders. The reports are public and to be delivered in English (commitment to Quality by partners have to be also opened).
  - 1<sup>st</sup> evaluation report centered on expectations including the whole 1st half of the project provides a comparative analysis with the expectations – to be product by the consortium, conducted by the project coordinator.
  - 2<sup>nd</sup> evaluation report including the whole 2<sup>nd</sup> year of the project.
  - 3<sup>rd</sup> evaluation report including all the information related to 3<sup>rd</sup> year project.
  - Final evaluation project report including all information related to the whole project.

### Components of the evaluation

The following evaluation components should be taken into account in the external evaluation, and are related to the quality key-indicators defined in the Quality Assurance Plan:

- Project context and implementation conditions;
- Process and dynamics of the implementation: efficiency, effectiveness and quality;
- Incorporation of the innovation;
- Project results: analysis of the products and prototypes and apprenticeships;
- Dissemination of results and impacts;
- Accomplishment of the envisaged short-time impacts;
- Predicted long-term impacts;
- Conclusions and recommendations;
- Exploitation of the results;



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### Participation in work meetings

- The participation of the external evaluator is mandatory at least in 2 face-to-face work meeting, gathering all the partners involved, preferably in the middle and final meeting.
- Other videoconference meetings can be pertinent, namely by the time of:
  - Analysis of the proposal;
  - Analysis of the framework of the project;
  - Analysis of the evaluation tools and the correspondent application and results/feed-back – by the time of the 4 evaluation reports;
  - Joint elaboration of the 4 evaluation reports (one per year)
  - Presentation of the evaluation reports.



### Awarding criteria

- Mandatory requirements: experience in the evaluation of European cooperation projects
- Coherence and adequacy of the proposal methodology – identification of the techniques to be applied to each evaluation component mentioned in the previous sections, namely methodologies of consultation of the intervenient, indication of the information sources, and articulation with other information provided by the project evaluation system.
- Adequacy and feasibility of the implementation work plan
- Experience and curricula of the evaluator/evaluation team.
- Connections to TCLF sectors (preference)
- Value



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**PROJECT ACRONYM**  
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