



ICT Development and Technical Implementation Services

Statement of Work

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1. About EIT RawMaterials

EIT RawMaterials, a Knowledge & Innovation Community (KIC) of EIT, initiated and funded by the EIT ([European Institute of Innovation and Technology](#)), a body of the European Union, is the largest consortium in the raw materials sector worldwide.

EIT RawMaterials coordinates the Girls Go STEM Initiative (<https://eit-girlsgostem.eu/>), leading it together with other 7 EIT Knowledge and Innovation Communities (KICs): EIT Health, EIT Food, EIT Urban Mobility, EIT Manufacturing, EIT Culture & Creativity, Climate KIC, and 28Digital. The initiative aims to close the gender gap in STEM by training and inspiring 14-19-year-old girls to pursue STEM higher education and careers.

2. About Girls Go STEM

The Girls Go STEM Initiative is expected to continue contributing to the [Digital Education Action Plan](#) (2021-2027), which outlines the European Commission's vision for high-quality, inclusive and accessible digital education in Europe, specifically under Action 13 "Encourage women's participation in STEM" (science, technology, engineering, and mathematics). Additionally, under the Union of Skills framework and the [EU STEM Education Strategic Plan](#) launched in 2025, the European Commission expects the EIT Community to equip 100,000 schoolgirls¹ aged 14-19 with digital skills by the end of 2028, through a learning programme that engages girls in an EIT-branded digital learning platform.

The Girls Go STEM initiative will achieve this ambition by involving secondary school students in up to 37 countries in a 5 to 7-hour-long training programme on technology, digital, entrepreneurial and green skills, with a focus on presenting different subjects and careers in STEM and attracting more girls to these typically male-dominated fields. The initiative is implemented in the following regions and countries:

Regions	Countries
Western Balkans	Bosnia and Herzegovina, Croatia, Montenegro, North Macedonia, Serbia, Slovenia, Kosovo, Albania.
Central-Eastern Europe	Bulgaria, Czech Republic, Hungary, Poland, Romania, Slovakia.
Baltic & Nordic	Estonia, Latvia, Lithuania, Denmark, Finland, Sweden.
Western Europe	Austria, Belgium, France, Germany, Ireland, Luxembourg, The Netherlands.
Southern Europe / Mediterranean	Italy, Spain, Portugal, Greece, Cyprus, Malta, Turkey.
Eastern Partnership	Armenia, Ukraine, Moldova.

The initiative is implemented in secondary schools with the help of local outreach partners in each region/country, organisations that recruit, engage and support the teachers and students in completing the learning programme.

The Platform

The Girls Go STEM learning programme is conducted in collaboration with schoolteachers using the project's online platform, the Circular Learning Space (<https://circularlearningspace.eu/>). The platform

¹ Boys are encouraged to participate in the project activities but are not the project's target audience.

hosts the learning content that students are required to complete, as well as courses targeting teachers.

The platform is based on Moodle Workplace (current version 4.5.6). It is built on top of Moodle LMS, a robust, flexible, open-source learning platform ideal for education and straightforward training. Moodle Workplace extends it for enterprise or organisational scenarios, including multi-tenant delivery, organisational hierarchies with role-based permissions, compliance programmes, automation, and managerial reporting, so that organisations can manage complex, large-scale learning efficiently. Moodle Workplace is available exclusively through Moodle Certified Partners and Service Providers. The platform is hosted and technically operated by a service provider. Hosting and operational services are not the subject of this contract.

The Learning Content

Students are required to complete the learning content available on the platform, which consists of short texts, audio-video materials, interactive activities/games, group challenges, and multiple-choice quizzes. All the courses provide students with knowledge of technology applied to the green transition and other STEM-related subjects, while developing their digital and entrepreneurial skills.

There are three levels of courses:

- Introductory (1 hour long),
- Foundation (3 hours long),
- Advanced (5 hours long).

The skills developed through these courses align with the EU Digital Competence Frameworks:

- DigComp, for the digital competence;
- EntreComp, for the entrepreneurial competence;
- GreenComp for the sustainability competence.

Courses are clustered in Learning Pathways, curated sets of 3–4 courses that together provide depth and perspective on a topic or big concept. The Learning Pathways are built on the programme functionality of Moodle Workplace.

All courses and Learning Pathways are available in 26 different languages and a new language (Turkish) will be implemented in 2026.

The Learning Acknowledgement

For each course completed, users receive a **badge** that certifies the skills they have acquired, and that is automatically displayed on their dashboard.

Users reach a milestone and receive a **Milestone Certificate** once they go through the two introductory courses (included in the Learning Pathway 0 'Introduction') and one course from any other Learning Pathway, completing the course final quiz with a score of at least 75% of correct answers. This corresponds to a total classroom work of 5-7 hours. Given the specific conditions for achieving the milestone, a custom functionality for Moodle Workplace has been developed to automatically display the Milestone Certificate on the user's dashboard.

Additionally, for each Learning Pathway they complete in full, users receive a **Learning Pathway Certificate** on their dashboard.

Objectives

The Circular Learning Space was launched in September 2020 when the project was still in its pilot phase. Since then, the initiative has been implemented in 37 different countries, and the platform has significantly expanded to welcome 2 introductory courses and 26 thematic courses, available in 26 languages (Turkish language to be added soon), and over 160,000 registered users.

Also, in 2025, 4 teacher courses were added to the platform and will be available in 10 languages: English, Estonian, Greek, Lithuanian, Portuguese, Romanian, Serbian, Spanish, Turkish, and Ukrainian.

The Girls Go STEM initiative has specific KPIs on the number of girls trained. A girl is considered trained when she achieves the milestone (2 introductory courses + one course with 75% correct answers at the final quiz).

Since its launch, the initiative has trained over 70,000 girls (90,000 youth), and it aims to train 100,000 additional girls during the period 2026-2028. Additionally, over the same period, Girls Go STEM aims

to train 210 teachers across Europe and add at least 10 new thematic courses to the platform with the launch of new or rearranged Learning Pathways.

The upscaling of the GGS project will lead to an exponential increase in users and content available.

Teacher Support

Upon request, schoolteachers and educators are assigned a 'tutor' role on the platform and granted specific rights after registration, allowing them to access:

- exclusive content (such as courses for teachers, or teacher notes, instructions helping them use the courses with their students);
- reports on their students (students' list and course or Learning Pathway completion progress).

To ensure that teachers can track their students, a unique code is assigned to each school, and both teachers and students must use it during the registration process.

3. Tasks Assigned to the Contractor

The contractor shall provide the following services

3.1 Support the further development of the platform in cooperation with the platform service provider

This task encompasses:

- User Experience
 - Refining the Circular Learning Space's configuration and User Experience needs.
 - Monitor and analyse user activity on the platform to identify activities that could be improved.
 - Suggest User Experience or functional improvements in cooperation with the platform service provider based on learner feedback, or new functions becoming available with new versions of Moodle Workplace.
- Operational Support and Troubleshooting
 - Reporting on errors and bugs related to User Experience issues, Moodle Workplace updates, digital tools, etc.
 - Monitor the platform to identify faulty behaviour and potential misconfiguration.
 - Address support queries and errors reported by outreach partners and users (e.g. account creation, automated e-mails, login errors, etc.).
 - Resolve issues by taking the necessary steps (if possible), or provide the platform service provider with a detailed bug report, supporting further debugging and (re-)testing.
- Platform Development/Updates
 - Plan, organise, and coordinate the platform's further development, including quarterly meetings with the platform service provider.
 - Revise the technical provider's development specification for any custom developments and upgrades of the platform.
 - Conduct User Acceptance Testing for any custom developments (UI/UX, functionality, etc.).

3.2 User and Access Management

- User and Enrollment Administration
 - Programme allocation; manual account confirmation (if required); data requests; role and permission configuration; unique code creation for partners and schools; configuration of dynamic rules for automatic programme allocation and certificates release; configuration of milestone completion logic; teacher's role management; course management.

- Learning Progress and Participation Reports
 - Provide reports on: milestone completion, course completion, learning pathway completion, registered users, etc. The reports shall be generated per country and per regional lot and can be issued weekly to monthly, depending on the implementation timing.
 - Design and implement a reporting infrastructure external to the Circular Learning Space, using a Business Intelligence platform (e.g., Power BI) by:
 - defining KPIs and report schedules (weekly/monthly) for milestone, course, and pathway completion and user registrations;
 - configuring automated data exports from Moodle/Moodle Workplace (CSV to secure server folder and/or via APIs/web services);
 - setting up an ingestion pipeline into the BI tool with data validation and transformation (country and regional lot segmentation);
 - building role-based dashboards and scheduled distributions (email or share links) for stakeholder groups;
 - establishing monitoring, documentation, and maintenance processes (data refresh alerts, access controls, versioning).

The current technical status of the platform is described in the Technical Documentation Platform Setup and Customization (annex 1).

3.3 Support with the Learning Content

- Learning Content Upload
 - Upload new learning content and its translations provided onto the platform in all 27 programme languages, including text, images, and video subtitles (.vtt files).
- Learning Content Harmonisation
 - Ensuring consistency of the existing and to-be-developed online courses in terms of their format, appearance, user experience design, and navigation.
- Digital Tools Recommendations
 - Advising the pedagogical experts and EIT KIC officers responsible for content creation on the integration of activities and challenges related to digital skills. This may involve co-designing challenges and selecting the most suitable online tools available to support students in developing digital skills in accordance with the DigComp Framework. It may include advanced digital skills such as coding and artificial intelligence.

3.4 Platform Users Support

- User Helpdesk
 - Respond to user inquiries related to the platform, including login issues, certificates, course progress tracking, and general troubleshooting.
 - Set up and manage a dedicated support email address to centralise and streamline user assistance.
 - Enhance user support through additional resources such as chatbots, FAQs or a knowledge base, step-by-step guides, and tutorial materials.
- Outreach Partners Support
 - Train and support outreach partners on the use of the platform.

3.5 Use cases

Based on the assigned tasks described in sections 3.1-3.3, the following use cases are of utmost importance for the use of the Circular Learning Space. These use cases represent the status quo and are not to be understood as an exhaustive list. Due to the dynamics of the project, they are subject to continuous further development, which will also be the subject of the contractor's services.

3.5.1 Create School Codes and Configure Dynamic Rules

Moodle Workplace's Organisation framework allows educators and providers to structure different user groups (divisions, departments, franchises, schools, etc.) within a single instance by organising them as distinct organisational units. Each unit can have its own audiences, permissions, learning assignments, and reporting segmentation while operating under one Moodle Workplace environment. This activity involves creating specific (unique) school codes, configuring those schools as units within the organisation structure and configuring the platform so that when users enter the code at registration, they are automatically enrolled in the 'Introduction' Learning Pathway in the language they chose at registration. Any enrolment into the relevant language versions of the 'Introduction' Learning Pathway programme, or any of the thematic Learning Pathways, is configured via Dynamic Rules. Users can still select the language of other courses via the existing Learning Pathway catalogue. A key advantage of using school codes in the GGS project is privacy-by-segmentation: although all data is stored in the same database and tables, each school is logically isolated through organisational units and audiences, with scoped users and visibility. For example, when a new school joins the GGS project, a new unique school code is generated to enrol its students and teachers into their own organisational unit and associated audiences.

3.5.2 Provide Teacher Rights

Outreach partners have a network of teachers implementing the program locally. To allow these teachers, as well as partners, to monitor implementation and learners' progress and achievements, they require higher-level access for those units (e.g., schools) for which they are eligible. This activity involves assigning these users (teachers, contact persons from outreach partners) to the relevant job (teacher) within the appropriate department (school). This process is handled through the job assignment functionality of Moodle Workplace's organisation framework.

A user with teacher rights on the platform can also access learning content specifically targeting teachers (courses and teacher notes to help them use the learning material with their students).

3.5.3 Regenerate Certificates

This activity is used to manually regenerate certificates for a user, when requested (e.g. after name changes, which can occur when users have not used their real or full name at registration).

3.5.4 Move Users to Different Schools

This activity is used to manually move users from their current school to a different school environment (department). This can be requested when users have registered on the platform but forgot to use the specific school code and thus have been allocated to a default school instead of their dedicated school. Another possible case is when a user needs to switch departments because his/her affiliation has changed - this is usually the case when teachers switch schools.

3.5.5 Add New Languages to the Platform

If a new country joins the project (as a participating country or guest country), programmes, courses, and the interface shall be provided in the country's language.

This activity includes the installation of the relevant language(s) on the platform, customisation of language packs, creation and implementation of learning content and programmes (learning pathways in the relevant language(s), configuration of Dynamic Rules, creation of badges and certificate templates for the relevant language(s), extension of existing FAQs and guide books for the relevant

language(s), adding of custom pages with navigation grids for the learning pathways in the relevant language(s)).

3.5.6 Completion Reports

Monitor the completion criteria alignment among the courses and ensure it is correctly reflected in the milestone and Learning Pathway completion reports, where several courses and their lessons' completion have to be taken into account.

Reporting on completions for different stakeholders on the platform (EIT, outreach partners, teachers within schools) needs to be established through the platform's custom reporting function and potentially external tools. This involves creating custom reports for dedicated stakeholders and their KPIs of interest, and configuring these reports for the relevant audience and on relevant schedules (e.g. ad-hoc, scheduled/regular). Report examples are:

- Weekly milestone completion report per country/gender/age/outreach partner;
- Ad-hoc milestone completion reports for teachers;
- Ad-hoc course and learning pathway completion reports for teachers;
- Ad-hoc user registration reports for teachers and outreach partners.

3.5.7 Configure Milestone Completion

Configure and maintain the “completion logic” that defines the criteria for when the milestone can be considered completed.

4. Cooperation

It is important for EIT RawMaterials to find a partner with whom further processes can be carried out in a cooperative way. The cooperation shall be based on agile project approaches, in particular (but not only) when it comes to the further development of the Circular Learning Space (functionalities/features as well as UI/UX-design) in close cooperation with the platform service provider.

EIT RawMaterials expects the contractor to have contact persons available for consultant services, IT-engineering services, UI/UX-design and content management. Close cooperation between the contractor, EIT RawMaterials and the platform service provider is crucial.

A Slack channel or similar instant messaging channel will be set up for daily communications between Girls Go STEM staff and the contractor. Additionally, the contractor is expected to use a project management tool to guarantee a structured troubleshooting. The current project management was handled through Atlassian Jira; however, the choice of the most suitable project management tool needs to be discussed with EIT RawMaterials to explore the possibility of using the organisation's tool, ClickUp. Moreover, any development projects handled by the platform service provider are communicated and managed through the provider's project management tools.

The contractor shall maintain and continuously update comprehensive documentation covering the platform's functionalities and the staff effort devoted to its development and operation (the current documentation is provided in Atlassian Confluence). Such documentation shall be made available to EIT RawMaterials, upon request, within three working days, for the purpose of satisfying any auditing obligations or other legal requirements.

Each team member must have at least 3 years of experience (**minimum requirements**):

- Senior consultant: at least 3 years of experience with online learning platform project services.
- IT-engineer: at least 3 years of experience in frontend and backend or full-stack development.
- UI/UX designer: at least 3 years of experience as a UI/UX designer.
- Content manager: at least 3 years of experience in managing content of online learning platforms.

As an indication of the close working relationship between the contractor and the project team at EIT RawMaterials, it is expected that a weekly working meeting will take place between them to align on feedback, technical challenges, and work accomplished. Additionally, quarterly working meetings shall be held with the platform service provider.

Due to its international dimension, the working language of the GGS programme stakeholders is English only. It is expected that the team delivering the work has full professional proficiency in the English language.