**Agustine Project**

Support for violence prevention in El Salvador.

**Contracting of operator**

"Organization and specialized execution of the implementation of actions on equal educational opportunities and prevention of sexual violence in educational establishments".

Technical training for teachers on equal educational opportunities for the development of equality plans

Summary

[I. Context and background 4](#_Toc207638904)

[II. Consultancy Outputs 6](#_Toc207638905)

[III. Working framework and actions of the operator 6](#_Toc207638906)

[IV. Instructions regarding proposals and selection process 8](#_Toc207638907)

[V. Indicative activities 10](#_Toc207638908)

[VI. Operator profile 12](#_Toc207638909)

[VII. Expected deliverables 12](#_Toc207638910)

**GLOSSARY OF ACRONYMS AND ABBREVIATIONS**

|  |  |
| --- | --- |
| **EC** | Educational center |
| **CDE** | School Board |
| **DoA** | Description of the Action |
| **EF** | Expertise France |
| **M&E** | Monitoring & Evaluation |
| **MINEDUCYT** | Ministry of Education |
| **PEI** | Institutional Strategic Plan |
| **PIOE** | Equal Educational Opportunities Plan |
| **MEAL** | Monitoring, Evaluation, Accountability and Learning |
| **TOC** | Theory of Change |
| **EU** | European Union |

# Context and background

One of the most significant actions of the European Union (EU) in El Salvador is its support for initiatives to prevent violence and promote the inclusion of young people at social risk. For this purpose, the EU supports the implementation of violence prevention programs within the framework of the educational policies of the Ministry of Education, Science, and Technology (MINEDUCYT), particularly regarding the fifth priority its Institutional Strategic Plan (PEI): “A school that promotes education for coexistence, inclusion, and diversity.” In this context, the Agustine Project, LA/2024/458-141/700002312, is being developed to support violence prevention in El Salvador, running from November 1, 2024, to October 31, 2028. The Action has a total budget of €18,785,902, co-financed as follows:

* European Union, €17.7 million;
* Expertise France (project leader), €300,000;
* UNESCO, €439,329;
* and UNICEF, €329,483.

Expertise France, along with UNESCO and UNICEF, has been selected to manage the funds dedicated to this new phase of support. UNESCO and UNICEF will be responsible for implementing the first component of the Action, which aims to “improve and diversify the education system's provision in terms of soft life skills, positive conflict transformation, and citizen participation.” Expertise France is responsible for implementing components 2, 3, and 4, whose expected outcomes are, respectively: “Improve access to education, taking into account psychological needs, emotional well-being, and equal opportunity issues,” “Improve and diversified offerings available to students to strengthen their productive skills,” and “Educational centers are implementing the PEI through Equality Plans and the Prevention of Sexual Violence.”

The project supports MINEDUCYT's 2019-2024 PEI, which considers educational centers (EC) as environments that promote coexistence, a culture of peace, inclusion, diversity, protection of the educational community and its environment. The ECs aim to facilitate the implementation of preventive actions for the comprehensive protection of students from the perspective of their rights. They are also spaces for development and learning, where students and their families should be welcomed and supported.

This action constitutes a new stage of EU funding launched in 2018, which was aimed at supporting projects implemented by MINEDUCYT in line with the above objective set out in the PEI. The first stage of support, from 2018 to 2021, sought to contribute to the development of a comprehensive strategy to address violence as set out in the Safe El Salvador Plan through education. Within this framework, four MINEDUCYT projects dedicated to violence prevention were supported over a three-year period:

* + - 1. The Open School for Coexistence Project.
      2. The Psychosocial Care for School Coexistence Project.
      3. The Skills Strengthening for Productivity Project.
      4. The implementation plan for the MINEDUCYT Equity and Equality Policy.

The overall objective of the project is to transform people's lives and improve conditions in the territories to reduce social vulnerability to violence and crime, through the achievement of four results:

1. Improvement and diversification of the education system's offering in terms of soft life skills, positive conflict transformation, and citizen participation.
2. Improving access to education, considering psychological needs, emotional well-being, and equal opportunity issues.
3. Improving and diversifying the offerings available to students to strengthen their productive skills.
4. EC implement the PEI through equality and sexual violence prevention plans.

The project focuses on the country's 129 priority districts, where levels of violence, crime, poverty, and exposure to psychosocial risks are high.

The final beneficiaries of this project are the educational communities in the 129 priority districts. In addition, the project also includes nationwide actions that benefit the entire education system: new curricula for technical and vocational high schools, virtual courses, evaluations of operating systems, etc. The indirect beneficiaries are 70% of the Salvadoran population living in the priority districts.

Thus, it is necessary to hire a Specialized Operator to carry out actions within the framework of Result 4, which expects that with the implementation of the MINEDUCYT PEI, positive actions will be made visible and carried out to address the problem of inequality between women and men in the education system at the national level.

This has led to the creation of instruments and regulations to guide MINEDUCYT's processes, services, actions, planning, organization, and operation so that they can make significant progress in building more equitable relationships between women and men in the educational sphere, becoming multipliers of new visions, attitudes, and behaviors.

Within this framework, one of the tools envisaged is the involvement of ECs through the formulation and implementation of educational equal opportunity plans. These plans should address issues related to the eradication of any form of discrimination, harassment, or bullying based on asymmetrical power relations between women and men or any other form of discrimination, as well as overcoming the unequal division of roles and spaces by sex and measures aimed at improving the functioning of the administration in CE in favor of equal educational opportunities.

As a precursor to this process, since 2019, the Institutional Unit for Women of the General Directorate of Education has been carrying out training activities on the principle of equal educational opportunities with teaching and management staff for the development of Equality and Sexual Violence Prevention Plans. The development of these plans requires an initial stage of diagnostic research into inequalities in educational contexts that limit opportunities for girls and women in their life trajectories as a priority, but activities for equal opportunities include boys without discrimination. The second stage of plan development must address aspects related to the eradication of any form of discrimination, harassment, or bullying based on asymmetrical power relations between the sexes or any other form of discrimination, as well as overcoming the unequal division of roles and spaces by sex and measures aimed at improving the functioning of administration in CE in favor of equal educational opportunities.

# Consultancy Outputs

General outcome: Create the conditions within the ECs for mainstreaming the principle of equality through the actions established in component 4 of the Agustine project.

Outputs

* 1. Train **1,000** teachers in equal educational opportunities for the development of Equality Plans, using digital tools during the training process.
  2. Strengthen **500** CE providing technical assistance, delivering educational materials, visibility materials for trained teaching staff and technology kits.

# Working framework and actions of the specialized operator

In the context of this tender for a specialized operator, we take up the Agustine project result four (4), whose outcome is to contribute to the transformation of living conditions in the priority territories, by reducing social vulnerability to violence and crime.

This action is directly aligned with the priorities set out in the MINEDUCYT PEI, which promotes an **inclusive school**, guarantor of rights and duties, oriented towards **the prevention of violence** through education, the culture of peace, and strengthening safe, participatory and citizenship-oriented school environments.

The EU’s support programme for the MYP of MINEDUCYT focuses on the "Prevention" axis in order to:

1. Increase the social and productive integration of children, adolescents and young people, including those in conflict with the law.
2. Reduce the incidence of crime in public spaces (educational institutions), including violence against women and girls.

In line with the general outcome, the specific outputs are:

1. Increase the social integration of children, adolescents and young people, including those in conflict with the law.
2. Improvement of psychosocial care services for the educational community.
3. Increase the productive integration of adolescents and young people.
4. Increase the participation of girls in inclusive school programmes.

Priority will be given to the implementation of the project **General Objective 4**, which establish that CEs implement the MINEDUCYT PEI through the effective implementation of the Equality and Prevention of Sexual Violence Plans (PIPVS). This action line represents a key component for the institutionalization of equal educational opportunities and the construction of safe and violence-free school environments. The implementation of the Equity and Equality Policy seeks to raise awareness of and take positive action on the problem of inequality between women and men in the national education system.

Through these plans, aspects relating to the eradication of any form of discrimination, harassment or harassment based on gender-skewed power relations or discrimination shall be addressed, the elimination of unequal roles and spaces by sex, and measures to improve the functioning of administration in schools for the sake of equal educational opportunities.

The Action will contribute to the implementation of the PEI of MINEDUCYT through specific support in the formation, elaboration and execution of PIFVPs in educational institutions. Two main lines of action will be implemented:

1. Training for teachers to prepare plans for equality and prevention of sexual violence.
2. Monitoring, follow-up and strengthening of the Plans for Equality and Prevention of Sexual Violence.

Within the **129 priority districts** selected by the Ministry, the selection of schools for intervention is based on the following national statistical criteria:

* Major incidents of sexual violence according to the National Survey on Sexual Violence against Women, 2019.
* Higher fertility rates in girls and adolescents aged 10-14 years according to the figures for prenatal registrations of the Ministry of Health and the pregnancy map in girls and adolescents, 2023.

The selection criteria specific to educational establishments are as follows:

* Priority will be given to educational complexes (basic education up to baccalaureate) and secondary schools.
* Priority will be given to third cycle schools of basic education
* Priority will be given to educational institutions already involved in the prevention of sexual violence within the education community.

***Operational Framework for Component 4 Activities***

Organize and implement the actions of the Agustine project to support violence prevention in El Salvador under the guidelines of Output 4: CE implement the PEI through Equality Plans.

**Output 4 -** Educational Centers implement the MINEDUCYT's PEI through Equality Plans.

**Activity 1.1 Training teachers to develop Equality Plans**

***Sub-activity 1.1.1 Updating training content and tools.***

There is currently a training process on equal educational opportunities for women and men, called “Training process on equality plans.” It will be implemented synchronously and asynchronously through the MINEDUCYT teacher training portal, targeting 1,000 teachers and administrators working in public educational centers.

The activity will support possible adjustments or technical monitoring in the configuration of the Teacher Portal, until the technical tests of the platform are completed to carry out the induction of the teams to be hired.

***Sub-activity 1.1.2 Teacher training for the development of Equality Plans***

This training process is expected to last 40 hours over 12 weeks and includes an organized program of tutored sessions and independent work, as well as practical activities designed to develop skills, which will be carried out virtually.

The design includes the following levels of participation:

**Virtual tutoring**. Synchronous sessions in which participants carry out activities on the topics with the support of tutors who are specialists in the subject. These sessions allow for monitoring and technical and pedagogical support for the participants.

**Independent work:** asynchronous activities have been designed to explore certain topics in greater depth, in which each participant must self-manage their time to complete them. These consist of readings, infographics, interactive games, assessments, etc.

A training process will be implemented each year for approximately 400 teachers from prioritized educational centers to develop Equality Plans.

Facilitators will make at least two visits to each educational center that is in the process of developing its equality plan to provide on-site advice that will enable teaching staff to consolidate learning evidence (diagnosis and Equality Plan) so that it is aligned with the PEI in the CE, for its sustainability.

To support the development of the new Equality Plans and the implementation of their actions, teaching staff and institutions will be provided with materials such as methodological guides and educational materials on equality and the prevention of sexual violence, technological kits, and visibility materials, among others.

# Instructions regarding proposals and selection process

Format and content of proposals

The Specialized operator must provide a technical proposal that meets the requirements of the consultancy.

**Cover page**

* **Project title:** [Project name]
* **Implementing agent:** [Name of the implementing organization]
* **Proposed start date: [**Date]
* **Project duration:** [Number of months]
* **Project summary:** [Brief description of the problem, the proposed solution, the expected results, and the beneficiaries]

**Body of the Proposal**

1. **Background and justification**

* Description of the social situation in terms of inequalities and discrimination between men and women.
* Identification of the problem or needs that the project seeks to address.
* Relationship of the project to national development strategies and policies.
* Description of existing complementary programs and activities.
* Experience and capabilities of the implementing agent

1. **Project objectives**

* Overall objective.
* Specific objectives.

1. **Expected results**

* Description of overall results.
* Possible unintended effects and how they will be addressed.
* Quantitative and qualitative indicators of project outputs.

1. **Implementation and management plan**

* **Activities and work plan:** Description of planned activities, their schedule, and those responsible, detailing the form and phases to be developed, taking into account requirements and execution times.
* **Project beneficiaries:** Description of the people who will benefit directly and indirectly.
* **Project management:** Planning and management responsibilities.
* **Working methodology:** The methodology should present the educational intervention strategy, which will be used to plan, organize, and implement the continuing education of teachers and administrators who seek to improve, transform, or resolve a specific situation of inequality or violence prevention in the educational environment. In this case, harmonizing with the Equality Plans strategy, describing its work approaches, with sufficient theoretical justification for its application, among others that guide the educational strategy with relevance and effectiveness, adapted to the context and the target group.

Presentation of the understanding of the objectives of the consultancy and the methodology planned to meet them (between four and six pages).

**Project monitoring and evaluation**

* Proposed mechanisms and procedures for monitoring project operations.
* Those responsible for preparing progress reports and final evaluation.

1. **Key team experience**

**Submit** a proposal with resumes for each person (valuing similar experiences) and a description of the roles within the team. The Operator must permanently assign the following personnel for the execution of the entire project:

1. A coordinator who will be the MINEDUCYT's liaison with Expertise France and who will be responsible for the planning, coordination, development, monitoring, and follow-up of the entire project, as well as for the technical quality of the products to be delivered in the consultancy.
2. An equal opportunities specialist to ensure mainstreaming in the implementation of all project activities.
3. An education specialist, who will be responsible for supporting the teacher training process, providing technical advice on virtual learning environments, and ensuring the principle of equal educational opportunities throughout the project. The definition of these permanent personnel for the entire project will be the responsibility of the Institutional Unit for Women of the General Directorate of Education.

* A structure or organizational chart of roles and functions of the key team to be hired, considering the overall coordination of a team of specialists for the facilitation of the virtual course (tutors and logistical assistance), administrative staff, logistical team for the delivery of educational kits, among others who contribute to the process and improve the quality of implementation in the territories.

1. Budget

The budget must be consistent with the proposed activities.

# Indicative activities

* Implementation will be supervised by the technical team of the Institutional Women's Unit at the General Directorate of Education of MINEDUCYT and the Expertise France project team.
* Expertise France and the Ministry of Education, Science, and Technology will provide guidelines and all necessary information for the consultancy related to project activities linked to the **continuing education of teachers and administrators**, so that it complies with the requirements of the National Directorate for Teacher Training and Educational Advisory Services.
* Review existing documentation produced by the Institutional Unit for Women to ensure a focus on equal opportunities and the prevention of sexual violence in both **training courses**. **The review of existing documentation** will involve a systematic and critical analysis of the inputs that will subsequently be used in the training process.
* A clear, structured, and professional **technical proposal** must be submitted outlining **how the process is planned to be developed and implemented**, highlighting experience, pedagogical approach, methodology, and work plan. It must include: The overall objective of the proposal.
* The specialized operator must present a **technical team with expertise in equal educational opportunities and teacher training**, providing a combination of technical knowledge, experience in the equality approach, and pedagogical skills. This team not only analyses and intervenes from a technical standpoint, but also does so with sensitivity, analytical depth, and a commitment to equal opportunities.
* Report periodically through strategic meetings to Expertise France and the Institutional Unit for Women at the General Directorate of Education of MINEDUCYT **on the progress of implementation** with regard to the realization of teacher training activities, achievement of results, immediate objectives, goals, and budget execution, as well as any conditions that hinder or may hinder the fulfilment of the project or the fulfilment of its obligations as Operator, maintaining adequate information in this regard.
* To ensure clear and effective contract management, **the Operator must submit technical progress reports** that allow for the evaluation of progress, identification of deviations, and informed decision-making. The narrative report must contain a summary of the reporting period, main achievements, challenges and decisions made, status of planned activities, results achieved during the period, concrete evidence (reports, documents, photos, testimonials, etc.), and compliance with the schedule. The financial report must contain: Total budget vs. executed budget (in local and/or foreign currency, if applicable).
* The actions, tasks, and products generated during the consultancy must be developed in accordance with the work plan reviewed and approved by Expertise France and the Institutional Unit for Women of the General Directorate of Education.
* Attend regular face-to-face or virtual meetings to evaluate and monitor the implementation of the consultancy or any other matter relevant to the achievement of the objectives set, when required.
* Provide data to Expertise France's MEAL team.

**For continuing teacher training:**

* For the development of the consultancy, the operator must have a team of professionals who are highly qualified **in teacher training processes with a focus on equal opportunities** and guarantee that the products will be developed according to parameters set by professionals with knowledge of education and experience in virtual education, management of virtual platforms, as well as experience in the design, implementation, and monitoring of equality plans, with a focus on equal opportunities between women and men in education. The operator must submit the profiles of the professionals who will make up its work team.
* Review and make any necessary adjustments to the Ministry of Education's training tools. In this section, the contracted Operator is expected to carry out an **in-depth technical and methodological review**, a structured analysis of the training tools (guides, manuals, platforms, etc.), and a review of the content in terms of: Curricular relevance, educational approaches (by competencies, etc.), clarity, sequence, and accessibility of content. Suitability for the educational level and teaching profile.
* **Ensure the training of 1,000 teachers** in equal educational opportunities for the development of Equality Plans through the use of digital tools in new educational institutions (educational complexes, centers, etc.).
* Teachers will be distributed as follows, see table below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Years** | **2026** | **2027** | **2028** | **Total** |
| *Number of teachers trained* | 334 | 334 | 332 | 1000 |
| *Number of educational institutions* | 167 | 167 | 166 | 500 |

* Responsible for technically reviewing the training program for the virtual course on equal educational opportunities for women and men, aimed at teaching staff and school administrators from the Ministry of Education, Science, and Technology, produced by the Institutional Unit for Women of the General Directorate of Education, with the aim of ensuring the training of teachers in this consultancy.
* Ensure the training of teaching representatives from 500 CE with technical assistance, delivery of educational material for the implementation of equality plans, and delivery of educational material, visibility material for trained teaching staff, and a technology kit.
* The Operator must ensure that all material or kit purchases are in line with the guidelines and graphic design of MINEDUCYT and the project.

# Specialized operator profile

1. **Technical requirements**

* Proven experience in implementing projects related to education and teacher training in equal educational opportunities.
* Proven experience in implementing projects related to education and working with the Ministry of Education, etc.
* Project management capacity: Must demonstrate that it has a trained staff, a project management structure, and experience in managing international cooperation funds: Familiarity with specific donor rules and requirements.
* Procedures manual: Including policies on procurement, human resources, financial control, and monitoring.
* Monitoring and Evaluation (M&E) system: To measure progress, impact indicators, and results.
* Institutional strategic plan: Current and aligned with the SDGs (Sustainable Development Goals).

1. **Transparency and Accountability**

* Annual reports: Institutional reports or activity reports.
* Integrity and anti-corruption policies.

# Expected deliverables

|  |  |  |
| --- | --- | --- |
| **Deliverable** | **2026 details** | **Submission term** |
| Deliverable 1 | **1.1. General work plan**   1. Executive summary of the Plan. 2. Description of the equal opportunities approach in the intervention proposed for each objective and how each activity will be developed, with its corresponding sub-activities. 3. Work schedule identifying critical paths, risks, and alternatives. 4. Expected deliverables from the entire consultancy. 5. Quarterly, annual, and overall budget for the consultancy. 6. Training plan describing how these activities will be approached. 7. Purchase and distribution plan of educational, consumable, and promotional materials for educational centers and teaching staff. 8. Projected staffing requirements, detailing: roles, functions, timeframes (permanent and/or temporary), and fees.   **1.2 Annual Operating Plan for the first year (365 calendar days). Include, among other things:**   1. Executive summary of the plan. 2. Description of how each activity and its corresponding sub-activities will be approached. 3. Deliverables for the year. 4. Quarterly budget for each activity. 5. Schedule with a brief description of the activities for the year. 6. Training plan to be developed during the year and as indicated in the general plan. 7. Plan for the purchase and distribution of educational, consumable, and promotional materials for CE and teaching staff. | One (1) month after the award date |
| Deliverable 2 | Report on activities scheduled in the timeline, indicating the progress of each one in percentage terms, as well as current challenges/obstacles and mitigation plan, execution of expenses to date. | Six (6) months after the award date |
| Deliverable 3 | a) Annual progress report on the fulfilment of objectives and scope of:   * 334 teachers trained in equal educational opportunities for the development of Equality Plans using digital tools in new educational institutions. * 167 CE intervened. | Twelve (12) months after the award date |

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| --- | --- | --- |
| **Deliverable** | **2027 details** | **Submission term** |
| Deliverable 4 | Annual Operating Plan for the second year (365 calendar days). Include, among other things:   1. Executive summary of the plan. 2. Description of how each activity and its corresponding sub-activities will be approached. 3. Deliverables for the year. 4. Quarterly budget for each activity. 5. Schedule with a brief description of the activities for the year. 6. Training plan to be developed during the year and as indicated in the general plan. 7. Plan for the purchase and distribution of educational, consumable, and promotional materials for CE and teaching staff. | Thirteen (13) months after the award date |
| Deliverable 5 | Report on activities scheduled in the timeline, indicating the progress of each one in percentage terms, as well as current challenges/obstacles and mitigation plan.  Report on personnel hired as specialists during the reporting period. | Eighteen (18) months after the award date |
| Deliverable 6 | Annual progress report on the fulfillment of objectives | Twenty-four (24) months after the award date |
| By the end of 2027, in terms of indicators, the following is expected:   * 334 teachers trained in equal educational opportunities for the development of Equality Plans using digital tools in new educational institutions. * 167 CE intervened.   Additional to those required in the first year of implementation. | | |

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| --- | --- | --- |
| **Deliverable** | **2028 details** | **Submission term** |
| Deliverable 7 | Annual Operating Plan for the third year (365 calendar days). Include, among other things:   1. Executive summary of the plan. 2. Description of how each activity and its corresponding sub-activities will be approached. 3. Deliverables for the year. 4. Quarterly budget for each activity. 5. Schedule with a brief description of the activities for the year. 6. Training plan to be developed during the year and as indicated in the general plan. 7. Plan for the purchase and distribution of educational, consumable, and promotional materials for CE and teaching staff. | Twenty-five (25) month after the award date |
| Deliverable 8 | Report on activities scheduled in the timeline, indicating the progress of each one in percentage terms, as well as current challenges/obstacles and mitigation plan.  Report on personnel hired as specialists during the reporting period. | Thirty (30) months after the award date |
| Deliverable 9 | Annual progress report on the fulfilment of objectives, including a financial report and the respective means of verification.  Final consulting report including the years of implementation, financial report, and the respective means of verification. | Thirty-six (36) months after the award date |
| By the last month of implementation in 2028, the following indicators are expected:   * 332 teachers trained in equal educational opportunities for the development of Equality Plans using digital tools in new educational institutions. * 166 CE intervened.   Additional to the two years prior to implementation. | | |

The final products must be of professional technical quality and originality, as a result of participatory methods.

All products, including tools and products generated for the virtual workshops, must ensure best practices in terms of equity: inclusive language, use of images.