**Technical terms of reference**

**Technical Assistance Services for the Design and Implementation of a Digital Training Pathway, and for the Strengthening of Vocational Training Centres, under the LAMARR Project**

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# Context and justification

The LAMARR project, implemented in El Salvador with support from Expertise France and funding from the European Union, aims to contribute to the **socio-economic integration of young people in vulnerable situations, particularly women, by developing** training pathway in digital skills that promote employability and strengthening vocational training centres (CFP) and their links with the productive sector.

In 2025, diagnostic missions were carried out and recommendations made on the provision of digital training, teaching practices and links with enterprises. These missions identified training profiles and priority areas, skills gaps, needs for the professionalization of trainers and opportunities to improve the pedagogical quality and governance of CFPs.

In this context, the present call for tenders is launched to hire a provider of services specialized in digital training and in strengthening training centres, with the aim of designing: pilot and accompany **at least three training itineraries in digital skills for the employability of young people in El Salvador**, as well as strengthen the pedagogical and organizational capacities of the CFPs involved.

# Overall outcome of the mission

Contribute to the implementation of the recommendations resulting from the diagnostic missions of the LAMARR project by designing and piloting training itineraries in digital skills for employability as the strengthening of the capacities of vocational training centres and the technical coordination of activities over a period 20 months.

# Specific output

1. **Design and pilot at least three training programmes in digital skills for employability, aligned with the** needs of the Salvadoran labor market and validated with companies in the sector.
2. **Strengthen the pedagogical and institutional capacities of vocational training centres (CFPs),** with a focus on training of trainers, pedagogical quality management, and mechanisms to promote youth participation..

# Scope of area of intervention

The mission is structured around three complementary areas:

## Area 1 - Design and piloting of digital competence training programmes

This area focuses on **pedagogical engineering** and **management of training routes in digital skills that promote the employability of youth in El Salvador.**

The routes may, for example, but not exclusively, be in the following fields:

* Artificial intelligence (including generative AI)
* Cyber security
* Software development and programming
* Data science and data analysis
* Systems and networks
* Digital skills applied to specific sectors (e.g.: aeronautics, logistics, manufacturing, services, etc.)

The provider should propose a programme which allows **for at** least three training programmes throughout the mission.

***Main activities of Area 1***

*A. Cross-sectional methodology (applicable to all routes)*

* Design of a **skill-based training methodology**, including principles for the analysis of vocational activities, the definition of learning outcomes and the assessment by competences.
* Development of a **framework and methodology for integrating transversal skills (**soft skills, employability skills, teamwork, communication, etc.) into training programmes, complementing and consolidating the methods, initiatives, tools already present in the LAMARR project (e.g., PATH)
* **Formalisation of a system for course certification,** defining the mechanisms, criteria, tools, processes, and relevant stakeholders involved in the recognition of each course, with a view to improving the employability of participating youth**.**

*B. Design of training routes*

For each training programmes (1, 2 and 3 at least):

* Carry out **iterative consultations with companies** and other relevant actor to identify and specify tasks, key activities and competences associated with the target professional profile.
* Develop a **detailed** competency framework that is function-oriented rather than brand-oriented, tool-specific, and technology-agnostic.
* Design the **complete training programme for each programme** (modules, contents, project examples, practical activities, evaluation criteria and tools).

*C. Implementation tools and relationship with CFPs*

* Develop **Terms of Reference (TORs)** for training centres to develop and implement courses corresponding to each programme designed.
* Follow up the **responses and proposals** submitted by the CPF, supporting the selection of schools and teaching equipment.
* Support, where appropriate, the **process of recruitment/validation of trainers** in coordination with the CFPs and Expertise France.

*D. Piloting, adjustment and systematization*

* Accompanying the management of the programmes with selected establishments and companies (planning, pedagogical follow-up, coordination of evaluation committees or juries, etc.).
* To review systematically **the implementation** of field courses **and propose** curricular adjustments in line with market developments and practical learning.
* Systematize the **experiences and good practices** derived from the implementation of the itineraries to facilitate their replicability and scaling.

***Expected Area 1 products***

The supplier shall deliver the following products:

*Transversal products (common to all three programmes)*

* Skills-based training methodology.
* Methodology for integrating transversal skills into the pathways.
* Methodology for validating/certifying courses and learning pathways

*For each training programmes (routes 1, 2 and 3):*

* Programme validated with companies.
* Detailed competence framework.
* Complete training programme (modules, contents, project examples, methodologies).
* Terms of reference (TORs) for training centres to develop and implement the programmes.
* Follow-up report on proposals from training centres responding to the TORs.
* Programme steering report, including systematic review of implementation and curriculum adjustments.
* Systematization of experiences and good practices for each route.

## Area 2 - Support for vocational training centres (CPF)

This area aims to strengthen the pedagogical and institutional capacities of **the CFPs involved in the project, with a specific focus on training of trainers, pedagogical quality management, youth participation, and ensuring the sustainability of the improvements introduced.**

***Main activities of Area 2***

1. *Training Needs Assessment and Design of Training for Trainers*

* Conduct **interviews and/or diagnostic workshops with the CFPs to identify needs, priorities and conditions for implementation of the programmes.**
* Design **initial training for trainers tailored to the Salvadoran context and digital training, with a focus on skill approaches and active pedagogy.**

1. *Initial and continuing training of trainers and CFPs teams*

* Implement **initial training of trainers** (approximately from month 3 to month 12 of the mission).
* Develop **continuing professional development activities** for teachers focused on innovative pedagogical approaches, including the integration of transversal competencies, the pedagogical use of digital and AI tools, and reflective learning
* Provide training to **pedagogical** managers and CFP management teams on management and quality assurance approaches, including processes aimed at the continuous improvement of internal practices.

1. *Human resources and quality management tools*

* Design **job description for trainers and pedagogical managers linked to the project programmes.**
* Support, where appropriate, the **recruitment of teaching staff** for the programmes (technical/pedagogical interviews, profile analysis, etc.).

1. *Youth participation and feedback mechanisms*

* Organise **feedback workshops with youth** participating in the programmes and other training courses, in order to assess the quality of educational practices, collect their opinions and supporting continuous improvement processes.

1. *Structures and sustainability of pedagogical quality*

* Assess the **structures/actors** (institutions, units, networks) which could in future ensure the provision of continuing training for trainers and quality assurance.
* Train the identified structure(s) in **methodologies of pedagogical quality and mechanisms for continuous improvement**, supporting the institutionalization of monitoring and evaluation practices.

***Expected Area 2 products***

The supplier shall deliver the following products:

*Assessment and initial training*

* Report of interviews and assesments with training centres.
* Initial proposal for training of trainers (ToT), adapted to the Salvadoran context and digital training.
* Reports on the implementation of initial training, including attendance sheets and satisfaction questionnaires.

*Institutional and training strengthening*

* Continuing training of trainers
* Reports on the implementation of continuing training
* Job descriptions designed for trainers and pedagogical managers.
* Reports of interviews with teachers (in the framework of recruitment support).
* Reports of retrospective workshops with young people.
* Institutional evaluation report on structures/actors with potential to ensure pedagogical quality and training of trainers.

*Sustainability*

* Training report of the reference structure(s) for pedagogical quality and trainer training (TVET).
* Overall assessment report of the support provided by the provider.

## Area 3 - Coordination, monitoring and systematisation

This area groups together the activities necessary to ensure overall coherence of intervention, coordination between actors and production of useful information for decision-making and sustainability.

***Main activities of Area 3***

* Develop a **detailed** initial workplan for the 20-month period, integrating the three intervention areas and main milestones.
* Participate in coordination meetings and steering committees (COPIL) **with Expertise France, CFPs and other key actors.**
* Produce **regular progress reports (for example, monthly), including: progress by area, difficulties encountered, proposed adjustments, lessons learned and interim recommendations.**
* Contribute to restitution and capitalization **spaces** with project partners (workshops for presentation of results, exchange of good practices, etc.).
* Produce a **consolidated final report on technical assistance**, integrating results by area and phase, impact indicators, learning and recommendations for the post-project phase.

***Expected Area 3 products***

* Initial work plan agreed with Expertise France and key players.
* Regular progress reports produced and used for decision-making.
* Consolidated final report prepared and shared with the LAMARR project and its partners.

# Table of Deliverables

|  |  |
| --- | --- |
| **Product** | **Content** |
| Product 1 | P1 - Area 1 - Competence-based training methodology. |
| Product 2 | P2 - Area 1 - Methodology for integrating cross-cutting skills into the pathways. |
| Product 3 | P3 - Area 1 - Methodology for validating/certifying courses and learning pathways |
| Product 4 | P4 - Area 1 - For each training route - Route validated with companies. |
| Product 5 | P5 – Area 1 - For each training route -Detailed competency framework. |
| Product 6 | P6- Area 1 - For each training route -Complete training programme (modules, contents, project examples, methodologies). |
| Product 7 | P7 - Area 1 - For each training route -Terms of reference (TDRs) for the training centres to develop and implement the route. |
| Product 8 | P8 - Area 1 - For each training route -Follow-up report on proposals from training centres responding to the TDRs. |
| Product 9 | P9 - Area 1 - For each training route -Pilot report of the route, including systematic review of implementation and curriculum adjustments. |
| Product 10 | P10 - Area 1 - For each training route -Systematization of experiences and good practices for each route. |
| Product 11 | P11 - Area 2 - Report of interviews and diagnosis with training centres. |
| Product 12 | P12 - Area 2 - Initial proposal for training of trainers (FdF), adapted to the Salvadoran context and digital training. |
| Product 13 | P13 - Area 2 - Reports on the implementation of initial training, including attendance sheets and satisfaction questionnaires. |
| Product 14 | P14 - Area 2 - Plans and materials for the continuing training of trainers |
| Product 15 | P15 - Area 2 - Implementation reports on continuing training |
| Product 16 | P16 - Area 2 - Job cards designed for trainers and pedagogical managers. |
| Product 17 | P17 - Area 2 - Reports of interviews with teachers (within the framework of recruitment support). |
| Product 18 | P18 - Area 2 - Reports of retrospective workshops with young people. |
| Product 19 | P19 - Area 2 - Institutional evaluation report on structures/actors with potential to ensure pedagogical quality and training of trainers. |
| Product 20 | P20 - Area 2 - Training report of the reference structure(s) for pedagogical quality and trainer training (TVET). |
| Product 21 | P21 - Area 2 - Overall assessment report of the support provided by the provider. |
| Product 22 | P22 - Area 3 - Initial work plan agreed with Expertise France and key actors. |
| Product 23 | P23 - Area 3 - Regular progress reports produced and used for decision-making. |
| Product 24 | P24 - Area 3 - Consolidated final report prepared and shared with the LAMARR project and its partners. |

# Indicative workplan

The provider shall propose a detailed timetable in their offer. For information purposes, the following 20-month **delivery structure is suggested:**

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| --- | --- | --- | --- | --- |
| **Phase** | **Approximate time period** | **Area 1 - Routes** | **Area 2 - CFPs** | **Area 3 - Coordination** |
| Phase 1 | Months 1-6 | Competence-based methodology; design and validation with first-tier companies; development of their competency framework and training programme. | Diagnosis with CFPs; design of initial training for trainers; start of training for trainers; first monitoring committees. | Initial work plan; governance implementation; first progress reports. |
| Phase 2 | Months 7-11 | Design and validation of the second route; adjustment of the first one; elaboration of TDRs; support for selection of CFPs and trainers. | Continuation of initial training; start of continuing training; training of pedagogical managers; design of job descriptions; workshops with young people; evaluation of quality structures. | Regular follow-up meetings; progress reports with interim results and adjustments. |
| Phase 3 | Months 12-20 | Design and launch of the third route; structured piloting of the three routes; curricular adjustments; systematization of experiences and good practices. | Training of the reference structure(s) in pedagogical quality; consolidation of partnerships and internal monitoring practices; overall assessment of the support (s). | Closing meetings; consolidated final report; capitalization and recommendations for the post-project phase. |

This schedule is indicative and may be adjusted jointly between Expertise France and the selected provider, depending on operating conditions, the response of the CFPs and the evolution of the context.