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**Agustine**

Support for violence prevention in El Salvador.

**Operator recruitment for**

"Implementation of the vocational guidance programme and development of initial technical education"

**Component 3**

**Improvement and diversification of the available supply for students to strengthen their productive skills**

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# GLOSSARY OF ACRONYMS AND ACRONYMS

**EC** Educational Centre

**CDE** School Board of Directors

**DoA** Action document

**EF** Expertise France

**ETI** Initial technical education

**MEGATEC** Gradual Educational Model of Technical and Technological Learning

**MINEDUCYT** Ministry of Education, Science and Technology

**ODS** Sustainable Development Goals

**OV** Vocational Guidance

**POVP** Vocational Guidance and Production Programme

**SERA** Monitoring, evaluation, accountability and learning

**STEAM** Science, Technology, Engineering, Arts and Mathematics

**TdR** Terms of reference

**TOC** Theory of Change

**EU** European Union

# Context and background

One of the most important actions of the European Union (EU) in El Salvador is the support for initiatives to prevent violence and the inclusion of young people at social risk. In this regard, the EU supports the implementation of violence prevention programmes within the framework of the education policies of the Ministry of Education, Science and Technology (MINEDUCYT), particularly with respect to priority number five of its Institutional Strategic Plan (IAP): "A school that promotes education for coexistence, inclusion and diversity". In this context, the Agustine Project, LA/2024/458-141/700002312, is developed, aimed at supporting violence prevention in El Salvador, and will run from 1 November 2024 to 31 October 2028. The action has a total budget of EUR 18,785,902, co-financed as follows:

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

Thus, Expertise France together with UNESCO and UNICEF have been selected to manage the funds dedicated to this new phase of support. UNESCO and UNICEF will implement the first component of the Action, which results in "Improving and diversifying the educational system’s supply in terms of soft skills for life, positive conflict transformation and citizen participation". Expertise France is responsible for the implementation of components 2, 3 and 4 whose expected results are respectively: "Improving access to education taking into account psychological needs, emotional well-being and equal opportunities issues ", "Improving and diversifying the supply available for students to strengthen their productive skills" and "The educational establishments implement the Equity and Equality (PEI) policy through the Equality and Prevention of Sexual Violence Plans".

The project supports the MINEDUCYT’s 2019-2024 Institutional Strategic Plan (PEI) which considers educational institutions as environments that favor coexistence, the culture of peace, inclusion, diversity, protection of the educational community and its environment, and facilitate the implementation of preventive actions for the integral protection of students from the perspective of their rights. They are also spaces for development and learning, where students and their families must be welcomed and accompanied.

This action is a new stage of EU funding launched in 2018, which was aimed at supporting projects implemented by MINEDUCYT based on the previous objective embodied in the MYP. The first phase of support, from 2018 to 2021, aimed to contribute to the development of a comprehensive strategy for addressing violence raised in the El Salvador Safe Plan through education. In this context, four MINEDUCYT projects devoted to the prevention of violence were supported over a three-year period:

* + 1. The Open School for Living Together project.
    2. The Psychosocial Care for School Life Project.
    3. The Productivity Skills Strengthening Project.
    4. The plan for implementing 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 outcomes,

1. Improvement and diversification of the educational system in terms of soft skills for life, positive conflict transformation and citizen participation.
2. Improved access to education taking into account psychological needs, emotional well-being and equal opportunities issues.
3. Improvement and diversification of the available supply for students to strengthen their productive skills.
4. The educational institutions implement the Equity and Equality (PEI) policy through the Equality and Prevention of Sexual Violence 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. The project also includes national actions benefiting the whole education system: new curricula for vocational technical baccalaureates, virtual courses, operational systems assessments, etc. The indirect beneficiaries are 70% of the Salvadoran population living in priority districts.

It is thus necessary to hire a specialized operator for the execution of actions under result 3, which seeks to strengthen vocational, technical and life skills of students in third cycle and secondary education, Promoting their continuing education and future integration into the productive sector.

This result is implemented through two complementary strategies: the Vocational and Occupational Guidance Programme (POVP) and the Initial Technical Education (ETI), both aimed at improving and diversifying the educational offer available to students, By encouraging them to make informed vocational decisions and develop technical skills relevant to the needs of the social and economic environment.

In this context, the Vocational and Occupational Guidance Programme aims to strengthen the pedagogical capacities of teaching staff so that educational establishments implement effective vocational guidance processes, which enable students to identify their competences, interests and aspirations in the construction of their life project.

Initial technical education is conceived as an extra-curricular offer for third cycle students, which promotes practical learning through work initiation courses focused on the development of technical skills, Life skills and creative thinking, under a STEAM approach.

Both strategies require specialized technical support, teacher training, provision of teaching materials and coordination with strategic partners to ensure their effective and sustainable implementation. In this sense, the Specialized Operator will be responsible for supporting the technical, operational and methodological implementation of the component, Ensuring coordination with the MINEDUCYT bodies and the implementation of monitoring and evaluation mechanisms to measure the quality and impact of actions in the educational community.

# Objectives of the consultancy

General objective

Strengthen vocational, technical and life skills of students in the third cycle and secondary education through the integrated implementation of the Vocational and Professional Guidance Programme (POVP) and Initial Technical Education (ETI), promoting educational continuity; the employability of young people and the construction of life projects in line with the needs of the productive environment and aligned to the actions of Component 3 of the AGUSTINE Project.

Specific objectives

1. Train 135 **teachers in the educational establishments on the methodology and approach of the Vocational and Professional Guidance Programme, ensuring its appropriation and practical application in the classroom in** 45 **educational establishments.**
2. Accompany the implementation of the POVP on site by hiring a specialized technical team that provides technical assistance, tutoring and continuous monitoring to educational centers reaching at least **4,725** students.
3. Evaluate the sustainability and quality of the POVP implementation model, generating inputs for the design of a mixed model that combines teaching action with the support of external partners, and has clear technical and financial guidelines.
4. Mobilize and coordinate national and local strategic partners to provide technical support, teacher training and material resources for the implementation of the ETI in **45** educational institutions.
5. Train the responsible teachers in standardized technical modules, ensuring their competence to facilitate face-to-face and virtual training processes.
6. Provide **a list of** materials, teaching tools and support resources, strengthening institutional capacity for initial technical training for **45** educational establishments
7. Implement the work initiation modules in selected schools, adapting teaching strategies to local conditions and ensuring effective student participation.
8. Monitor and evaluate the implementation, measuring the pedagogical quality, teaching performance and impact on the development of technical and vocational skills of students.
9. Recognize and make visible the learning achievements by providing evidence, success fairs and dissemination of results, promoting the sustainability and scalability of the model of Initial Technical Education.

# Operator’s framework and actions

In the framework of this recruitment of a specialized operator, we take up the component three (3) of the Agustine project, whose general objective (impact) is to improve and diversify the available offer for students to strengthen their productive skills.

This action is directly aligned with the priorities set out in the MINEDUCYT Institutional Strategic Plan (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" area in order to:

(i) Increase the social and productive integration of children, adolescents and young people, including those in conflict with the law

(ii) Reduce the incidence of crime in public spaces (educational institutions), including violence against women and girls.

In line with the general objective, the specific objectives 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 General Objective 3 of the project, which provides for the strengthening of vocational, technical and life skills of students in third cycle and secondary education through the articulated implementation of the Vocational and Professional Guidance Programme (POVP) and Initial Technical Education (ETI). This action line is a key component in improving the quality of education, promoting youth employability and reducing gaps in access to relevant training opportunities.

These actions aim to consolidate a more diversified educational offer linked to the productive environment, facilitating students' development of life projects consistent with their interests, abilities and aspirations. The training of teachers is a key element in the development of vocational training.

In this framework, participation is planned to be articulated through specific actions that include

a) participatory diagnosis of needs; b) action plans by educational institution; c) continuous monitoring system with process indicators.

Initial Technical Education will also be implemented as an extra-curricular offer that will enable third cycle students to acquire basic technical knowledge and skills through work initiation courses and practical learning experiences; innovative and STEAM-focused, which promote creativity, problem solving and the development of life skills.

The action will contribute to the consolidation and institutionalization of the technical vocational approach in educational establishments through three axes of intervention:

1. Strengthening of teaching and pedagogical capacities through training and technical support in the implementation of the POVP and the ETI.
2. Provision of a list materials, resources and technical assistance to facilitate the development of training and practical activities in educational establishments.
3. Monitoring, monitoring and evaluation of the quality, relevance and sustainability of the strategies implemented to ensure their impact on the development of skills and educational continuity towards vocational technical baccalaureates.

The selection of schools will be based on criteria defined by MINEDUCYT, prioritizing those with higher student enrolment, adequate infrastructure conditions, availability of teaching staff, and higher risk of school dropout, in order to maximize the reach and impact of Component 3 of the AGUSTINE Project on the student population of the country.

***Operational framework for component 3 activities.***

Organize and implement the actions of the Agustine project support for violence prevention in El Salvador under the guidelines of result 3 Improvement and diversification of the available offer for students to strengthen their productive skills.

**Result 3 -** Improvement and diversification of the available supply for students to strengthen their productive skills.

**Activity 1. Strengthening of vocational technical baccalaureates, technical diplomas and MEGATEC careers**

***Subactivity 1.5 Vocational guidance programme.***

The Vocational and Professional Guidance Programme (POVP) is based on the approach of decision-making, without neglecting the perspective of vocational development, which justifies its intervention both in grade 9 and at the end of high school, levels of education where it has been implemented.

In this context, it is necessary to strengthen the teaching teams of educational institutions with the Vocational Guidance Program in order to implement diligently and thus be able to provide training content to students so that students served by the POVP They can identify their skills for building their life project. This capacity-building will be carried out by hiring a specialized team that will ensure the implementation of the POVP on site, which will include the training process for teaching teams.

In the framework of its implementation, the sustainability of a quality implementation of POVP by trained teachers will be evaluated. According to the results of this evaluation process, a mixed intervention model could be designed, where teachers ensure part of the transfer of contracted external competences and entities, the other part.

In this context, the action can support a model of this device: division of tasks between teachers and external partners, adapted terms of reference, financial modelling of the corresponding costs, etc.

The sustainability evaluation will use the institutional capacity analysis framework of MINEDUCYT, considering: a) degree of teacher ownership; b) curricular integration; c) institutional resources allocated; d) autonomous monitoring mechanisms.

**Activity 3. Development of Initial Technical Education (Work Initiation Courses)**

Initial Technical Education (ETI) is implemented as an extracurricular offer aimed at third-cycle students (7th, 8th and 9th grades), in order to strengthen their technical skills and promote their continuity in secondary education. Each student will take two modules of 36 hours per grade, adding up to six modules in total throughout the cycle. The methodology combines classroom and home activities, adapted to the context of each school and health conditions. The strategy is based on teacher training, provision of material resources and support for strategic partners, ensuring their incorporation into the Institutional Strategic Plans (IAP).

This educational strategy is developed from a vocational training dimension of technical education, which would subsequently be further developed in the technical and technological baccalaureates at higher levels. The initial work courses contribute to the educational dynamics of schools by different means:

* Innovative learning experiences related to the curriculum, and specifically through a STEAM approach.
* Development of life skills according to the needs of communities.
* Talent discovery in work areas at school and community.
* Enhancing creativity.
* Use of technology for learning (in addition to the content of the modules, virtual research and application will be encouraged).
* Installed capacity in the institutions involved.
* Contribution to preventive maintenance in educational institutions (electricity, plumbing, carpentry).

***Sub-activity 3.1 Initial diagnosis of the experience of initial technical education, strategic consolidation and selection of educational establishments***

This phase consolidates the initial diagnostic results and their recommendations for fine-tuning the TSI strategy. On this basis, the target schools are selected, giving priority to those with high enrolment rates, adequate infrastructure and human resources, as well as those where there is a greater risk of dropout at the end of the third cycle. The goal is to have centres that can guide a significant volume of students towards continuing vocational technical baccalaureates (BTV).

***Sub-activity 3.2 Mobilization of strategic partners and installation of human and material capacities***

This stage ensures the involvement of strategic partners who provide technical support, training and resources to educational establishments. Three teachers per school are expected to be trained, each in two technical modules, following a standard one-day on-site and two virtual days. However, this modality is flexible and can be adapted to different conditions by incorporating external specialists, collaboration between nearby centres and community participation.

At the same time, teaching materials, frequently used inputs and reprography modules are provided, as well as demonstration kits for technical practices in each centre. In addition, provision is made for additional funding to the Directorate of Education for the Third Cycle, Media and Technology, to strengthen its capacity for teaching training and support, both on-site and online.

***Sub-activity 3.3 Implementation of initial technical education and follow-up and evaluation***

The implementation envisages the development of modules in selected centres, with intervention plans adapted to their reality. The process is carried out in coordination with the School Management Boards and with technical assistance from strategic partners. Each student takes two modules per year, completing 216 hours of technical training in total (36 hours per module 6 modules).

At the end of each training cycle, closing events are organized in which students receive certificates of learning achievements. In parallel, the Technical and Technological Education Management, in coordination with Expertise France, leads the monitoring and evaluation system to measure the performance of strategic partners, the quality of implementation and the impacts of the programme on the educational community.

# Instructions on proposals and selection process

Format and content of proposals

The Operator shall provide a technical proposal to meet the requirements of the consultancy.

**Cover**

* **Title of project:**  [Name of project]
* **Agent of execution:**  [Name of implementing organization]
* **Proposed start date:**  [Date]
* **Duration of the project:**  [Number of months]
* **Summary of the project:**  [Brief description of the problem, proposed solution, expected results and beneficiaries]

**Body of the Proposal**

1. **Background and justification**

* Identification of the problem or need that the project seeks to address.
* Inequalities of access: There are still gaps in educational and labour market access between men and women, with a higher risk of school dropout for adolescents, especially at the end of third cycle. Context analysis of the situation in rural and urban areas, among others.
* Problem identified: High dropout rate in the third cycle and lack of basic technical training to facilitate continuity in vocational technical baccalaureates (BTV) or job placement.
* Proposed solution: Implementation of the Initial Technical Education (ETI), with 6 modules (two per grade from 7th to 9th) equivalent to 216 hours of practical training, 36 hours per module.
* Alignment with national policies: In line with the National Education Policy, MINED strategies.
* Complementary programmes: institutional strengthening, retention in schools, vocational guidance, violence prevention and international cooperation in technical education.
* Capacities of the implementing agent: experience in educational projects, teacher training (three per centre, two modules each), mobilization of strategic partners, provision of pedagogical and technical resources, and monitoring-evaluation management.

1. **Objectives of the project**

* General objective.
* Specific objectives.

1. **Expected results**

* Description of overall results.
* Possible undesirable 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 the planned activities, their schedule and responsibilities, detailing the form and phases to be developed, taking into account requirements and implementation times.**
* **Project beneficiaries: Description of the people who will benefit directly and indirectly.**
* **Project management: Planning and management responsibilities.**
* **Working methodology: In your methodology you must present the educational intervention strategy, describe the activities, phases and responsibilities, considering the academic and execution times of MINEDUCYT. The direct beneficiaries will be students and teachers from priority schools, and indirectly families, communities and technical bodies of the Ministry.**

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

1. **Monitoring, Evaluation, Accountability and Learning (SERA)**

Within the framework of these Terms of Reference, tenderer entities shall include in their technical offers a specific section on monitoring, evaluation, accountability and learning (SERA). This section should explicitly and transversally cover the monitoring of activities, results and indicators relating to the scope of their work.

This strategy will not be considered as an ancillary element, but as a constituent dimension of the implementation proposal. It should therefore clearly articulate the mechanisms, tools and responsibilities for generating, analysing and using decision-making information in line with the SERA system defined for the project. Each offer should describe how data quality, process traceability, systematic feedback to technical equipment and the incorporation of learning into the management of the activities included in the proposal will be ensured.

Without prejudice to the methodological autonomy of the implementers, the proposals must be aligned with the institutional policy of monitoring and evaluation of Expertise France and with the specific provisions of the SERA Plan of the AGUSTINE Project. This implies that the proposed monitoring systems should be compatible with already established indicators, operational definitions, collection frequencies, means of verification and quality criteria, as well as institutional tools for consolidation and information visualization (e.g., databases, dashboards and periodic reports). The tenders are also expected to incorporate the perspective of equality and non-discrimination in data collection, disaggregation and analysis, as provided for in the SERA Plan and the guidelines issued by the European Union.

1. **Experience of key team**

Submit proposal with each person’s CV (valuing similar experiences) and description of the roles within the team. The Operator shall permanently assign for the execution of the entire project:

1. A coordinator who will be the interlocutor of MINEDUCYT before Expertise France, who will be responsible for planning, coordination, elaboration, monitoring and follow-up of the entire project, as well as the technical quality of the products to be delivered in the consultancy.
2. A specialist in secondary and technical education who ensures cross-compliance in the implementation of all project activities
3. A specialist in vocational education, who will be responsible for accompanying the training process of teachers, Providing technical advice in virtual learning environments and ensuring the principle of equal educational opportunities throughout the project. The definition of these permanent persons for the whole project will be in charge of the Directorate of Secondary Education of MINEDUCYT.

* Structure or organization chart of the key team roles and functions to be recruited considering a general coordination team of specialists, for the facilitation of virtual course (tutors and logistic assistance), administrative staff, logistic team of delivery of educational kit, among others, which feed the process and improve the quality of implementation in the territories.

# Indicative activities

* The implementation will be carried out under the supervision of the technical team of the Directorate for Secondary Education of MINEDUCYT and the project team of Expertise France.
* Expertise France and the Ministry of Education, Science and Technology will provide guidelines and all information necessary for consultancy related to project activities linked to continuing teacher training and addresses, The National Board for Teacher Training and Educational Counselling has established a system of training courses in which teachers are trained to meet the requirements of the National Board for Teacher Training and Educational Counselling.
* Review the existing documentation produced by MINEDUCYT in general, to ensure the implementation approach of the Vocational Guidance and Initial Technical Education Programme. The review of existing documentation will involve a systematic and critical analysis of inputs which will subsequently be used in the training process.
* You should present a technical offer in a clear, structured and professional manner of how you plan to develop and implement the process, highlighting experience, pedagogical approach, methodology and work plan. Should include: General objective of the proposal.
* The proposal should include the initial development of a diagnostic of teaching capacities and schools to intervene in order to establish flexible strategies appropriate for different contexts, whether urban, rural or other.
* The specialist operator must present a technical team with specialization in vocational guidance, initial technical education and teacher training, and must provide a combination of technical knowledge, experience in vocational and labour guidance, and pedagogical skills. This team not only analyzes and intervenes from the technical, but it does so with sensitivity, analytical depth and commitment to equal opportunities. Activities expected to be carried out include:

Vocational guidance programme POVP

* 1. Preparation of a course for university guidance for students in the second year of general baccalaureate and third year of technical baccalauréat within the framework of the implementation of the subject of Life and Career Project.
  2. Work experience simulators (interactive chatbots that simulate professional roles, e.g.: "Speak like a civil engineer for a day").
  3. Application of gamified vocational interest questionnaire and its respective return of results through OV consultants[[1]](#footnote-1).
  4. Preparation of vocational material for the promotion of educational provision and support for the visibility of the programme;
  5. Development of technical and vocational visits by up to 1,900 students to visit institutions of interest, mainly educational, at the corresponding higher education level (payment of required support).

Initial technical education

* 1. Design and carry out diagnosis of the current state of schools implementing the zones assigned to each group of professionals under their responsibility,
  2. Organize and develop workshops for the planning of actions with specialists, in the 6 modules planned for implementation (2 modules per degree). Strategies and actions should be provided for the proper development of the programme. These days may be held in virtual and/or physical form.
  3. Develop vocational workshops with teachers and students of the third cycle of basic education as a strategy for the continuity of their studies, with emphasis on linking them to the Vocational Guidance Programme.
  4. Design and execution of evaluation actions of the process and products developed during the consultancy.
  5. Provide technical assistance to assigned teachers and educational establishments during the planning, implementation and closure of the training process.
  6. Provision of the resources necessary for the implementation of the programme in the 45 educational establishments planned:
     + Purchase and delivery plan of equipment, tools, furniture and teaching material to be spent at each school in each of the 2 modules defined and for each of the 2 sections per grade.
     + Purchase and delivery plan of teaching materials for each school.
     + Management and delivery of photocopies or reproductions to each of the 45 educational establishments.
     + Provision of resources and attention for the development of work closures in each of the 45 participating educational centres.
  7. Support and develop the closing of training processes, preparing and delivering the competence achievements of each participant.
* To report regularly through strategic meetings to Expertise France and the Directorate of Secondary Education of MINEDUCYT, periodically on the progress of implementation with regard to the implementation of activities of teacher training, achievement of results, immediate objectives, targets and budget execution, as well as any condition that hinders or may hinder the fulfillment of the project or the fulfillment of its obligations as Operator, having to maintain adequate information in this regard.
* To ensure clear and effective contract management, the Operator must submit technical progress reports that allow for assessment of progress, identification of deviations and informed decision-making. The content of the narrative report should contain a brief summary of the reported period, main achievements, challenges and decisions taken, status of planned activities, results achieved during the period, concrete evidence (reports, documents, photos, testimonies, etc.), Schedule compliance. The content of the financial report shall contain: Total budget vs. budget executed (in local and/or foreign currency if applicable).
* The actions, tasks and products generated during the consultancy should be developed in accordance with the revised work plan approved by Expertise France and the National Directorate of Secondary Education of MINEDUCYT.
* Attend the call for regular face-to-face or virtual meetings to evaluate and follow up on the execution of the consultancy or any other relevant to the achievement of the objectives set when required.
* Contribute data to the Expertise France Evaluation, Accountability and Learning (SERA) team. Propose a matrix of qualitative indicators, standardized formats and elements to enable impact assessment.

**For continuing teacher training:**

* For the development of consultancy it will be necessary that the operator has a team of highly qualified professionals in teacher training processes with focus on vocational guidance and initial technical education to ensure that products will be developed under parameters of professionals with knowledge of education and experience in virtual education; Management of virtual platforms, as well as experience in designing, implementing and following up vocational guidance actions, initial technical education with an innovative approach and equal opportunities between women and men in education. You must present the profiles of the professionals who will make up your work team.
* Review and make possible adaptations to the training tools of the Ministry of Education. In this section the contracted Operator is expected to carry out a thorough technical and methodological review, a structured analysis of training tools (guides, manuals, platforms, etc.), a content review in terms of: curricular relevance, educational approaches (by skills, etc.). Clarity, sequence and accessibility of content. Adequacy to educational level and teacher profile.
* Ensure the training of at least 135 teachers in the Vocational Guidance and Initial Technical Education Programme through the use of digital tools, in new educational institutions (educational complexes, educational centres and national institutes).
* Teachers will be distributed as follows, see table below:

| **Phase** | Phase 1 | **Phase 2** | **Phase 3** | **Total** |
| --- | --- | --- | --- | --- |
| *Number of teachers trained OV* | 50 | 50 | 35 | 135 |
| *Teachers trained in ETI* | 36 | 80 | 80 | 196 |
| *Number of educational institutions* | 15 | 15 | 15 | 45 |
| *Students attended throughout the action, at least documented from:* | | | | 4,725 |

Note: The data should be disaggregated by educational institution, geographical data, demographic characteristics of the population served, etc.

* Responsible for the technical revision of the training programme of the Vocational Guidance Programme, aimed at teachers and heads of educational establishments of the Ministry of Education, Science and Technology, produced by the Directorate of Secondary Education, The aim is to ensure the training of teachers in this consultancy.
* The Operator shall ensure that all material or purchase of inputs for the development of the Vocational Guidance Program and Initial Technical Education must be in line with the guidelines and graphic line of MINEDUCYT and the project.

# Profile of the operator

* + 1. **Technical requirements**
* Proven experience: In the implementation of projects related to education, teacher training vocational guidance and initial technical education.
* Proven experience: In the implementation of projects related to technical training, vocational education, work initiation, and working with the Ministry of Education, etc.
* Project management capacity: Must demonstrate trained staff, project management structure and experience in managing international cooperation funds: Familiarity with donor-specific standards and requirements.
* Manual of procedures: including procurement policies, human resources, financial control and monitoring.
* Monitoring and Evaluation (M&E) System: To measure progress, impact indicators and results.
* Strategic institutional plan: In force 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 products

| **Product** | **Detail Phase 1** | **Delivery time** |
| --- | --- | --- |
| Product 1 | * 1. **Assessment of teaching and school institutions' capacities for intervention year 1:**   a) In coordination with the technical committee of AGUSTINE, assess the conditions, installed capacity (teaching staff capacity, experience, limitations, etc.) and context of the school institutions to be involved in order to establish a flexible work plan appropriate to the needs identified.  **1.2. General Plan of Work of the Consultancy**   1. Executive summary of the plan. 2. Description of the approach of the vocational guidance and initial technical education programmes in the intervention that it proposes to adopt for each objective and how it will approach the development of each activity, with its corresponding sub-activities. 3. Work schedule with identification of critical routes, risks and alternatives. 4. Expected output from all consultancy. 5. Quarterly, annual and overall consultancy budget. 6. Training plan describing how you will approach these activities. 7. Plan for the purchase and distribution of educational, promotional and consumer materials for schools and teaching staff. 8. Projection of personnel to be hired detailing: roles, functions, times (permanent and/ or occasional) and fees.   **1.3 Annual Operational Plan for the first phase (calendar days available). include, but are not limited to:**   1. Executive summary of the plan. 2. Description of how you will approach the development of each activity and its corresponding sub-activities. 3. Deliverables of the phase. 4. Quarterly budget for each activity. 5. Timeline with brief description of phase activities. 6. Training plan to be developed during the phase and as indicated in the general plan. 7. Plan for the purchase and distribution of educational, promotional and consumer materials for schools and teaching staff. | Forty (40) calendar days after the contract has been awarded |
| Product 2 | Report on planned activities in the schedule, indicating progress of each in percentage, as well as current challenges/obstacles and mitigation plan, expenditure execution to date | Three (3) months after the contract has been awarded |
| Product 3 | a) Annual progress report on the achievement of the objectives, and scope for:   * 50 teachers trained in the Vocational Guidance Programme and 36 in Initial Technical Education. * 15 EC Member States. | Seven (7) months after the contract has been awarded |
| At the end of phase 1 in terms of cumulative indicators, it is expected that:   * 50 teachers trained for the implementation of the Vocational Guidance Programme and 36 Initial Technical Education in new educational institutions. * 15 EC Member States.   Additional to those required in the first phase of implementation. | | |

| **Product** | **Detail Phase 2** | **Delivery time** |
| --- | --- | --- |
| Product 4 | * 1. **Assessment of teaching and school institutions' capacities for intervention phase 1:**   a) In coordination with the technical committee of AGUSTINE, assess the conditions, installed capacity (teaching staff capacity, experience, limitations, etc.) and context of the school institutions to be involved in order to establish a flexible work plan appropriate to the needs identified.  **2.2. Annual Operational Plan for the second phase. include, but are not limited to:**   1. Executive summary of the plan. 2. Description of how you will approach the development of each activity and its corresponding sub-activities. 3. Deliverables of the phase 4. Quarterly budget for each activity. 5. Timeline with brief description of phase activities. 6. Training plan to be developed during the phase and as indicated in the general plan. 7. Plan for the purchase and distribution of educational, promotional and consumer materials for schools and teaching staff. | Eight (8) months after the contract has been awarded |
| Product 5 | Report on planned activities in the schedule, indicating progress of each in percentage, as well as current challenges/obstacles and mitigation plan.  Report of personnel hired as specialists in the reporting period. | Thirteen (13) months after the contract has been awarded |
| Product 6 | Annual progress report on the achievement of objectives, including financial report and their respective means of verification. | Nineteen (19) months after the contract has been awarded |
| At the end of phase 2 in terms of cumulative indicators, it is expected that:   * 100 teachers trained for the implementation of the Vocational Guidance Programme and 116 Initial Technical Education in new educational institutions. * 30 EC, and the European Commission. | | |

| **Product** | **Detail phase 3** | **Delivery time** |
| --- | --- | --- |
| Product 7 | * 1. **Assessment of teaching and school institutions' capacities for intervention phase 3:**   a) In coordination with the technical committee of AGUSTINE, assess the conditions, installed capacity (teaching staff capacity, experience, limitations, etc.) and context of the school institutions to be involved in order to establish a flexible work plan appropriate to the needs identified.   * 1. **Annual Operational Plan for phase 3. Include, but are not limited to:**  1. Executive summary of the plan. 2. Description of how you will approach the development of each activity and its corresponding sub-activities. 3. Deliverables of the phase 4. Quarterly budget for each activity. 5. Timeline with brief description of the phase activities. 6. Training plan to be developed during the phase and as indicated in the general plan. 7. Plan for the purchase and distribution of educational, promotional and consumer materials for schools and teaching staff. | Twenty-one (21) months after after the contract has been awarded |
| Product 8 | Report on planned activities in the schedule, indicating progress of each in percentage, as well as current challenges/obstacles and mitigation plan.  Report of personnel hired as specialists in the reporting period. | Twenty-four (24) months after the contract has been awarded |
| Product 9 | Annual progress report on the achievement of objectives, including financial report and their respective means of verification.  Final Consultancy Report including the years of implementation, financial report and their respective means of verification. | Twenty-eight (28) months after the contract has been awarded |
| The last month of implementation of phase 3 in terms of cumulative indicators is expected to include:   * 135 teachers trained for the implementation of the Vocational Guidance and Productive Programme and 196 Initial Technical Education in new educational institutions. * 45 EC, and the European Commission. | | |

The final products must present a technical quality of professional level, with originality, as results of participatory methods.

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

**Technical note**

To verify experience, you need to submit work references, issued by companies or institutions in which the required experience can be verified.

The exact composition of the team is left to the initiative of the Offeror: the presence of the key personnel’s experience and skills is assessed at the level of all the team profiles.

To proceed to the financial evaluation stage, the technical proposal must have reached a minimum of 60 points.

1. Application to be developed in another process. [↑](#footnote-ref-1)