****

**Agustine**

Support for violence prevention in El Salvador.

**Operator recruitment for**

"Implementation of the Entrepreneurship Training Sub-program"

**Component 3**

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

Content

[GLOSSARY OF ACRONYMS AND ACRONYMS 2](#_Toc219730910)

[I. Context and background 3](#_Toc219730911)

[II. Objectives of the mission 5](#_Toc219730912)

[III. Operator’s framework and actions 5](#_Toc219730913)

[IV. Instructions on proposals and selection process 8](#_Toc219730914)

[V. Indicative activities 10](#_Toc219730915)

[VI. Profile of the operator 12](#_Toc219730916)

[VII. Expected products 12](#_Toc219730917)

# GLOSSARY OF ACRONYMS AND ACRONYMS

**EC** Educational Centre

**CDE** School Board of Directors

**DoA** Action document

**EF** Expertise France

**M&E** Monitoring & Evaluation

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

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

**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 Professional 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 mission

General objective

Contribute to the strengthening of vocational, technical and life skills of students in the third cycle and secondary education through the implementation of the Entrepreneurship Training Sub-programme, aimed at promoting innovation, self-employment and productive linkage, within the framework of Component 3 of the AGUSTINE Project.

Specific outcomes

1. Strengthen the pedagogical and technical[[1]](#footnote-1) capacities of teachers through multimodal training processes and classroom assistance, to ensure the sustainability and replicability of the entrepreneurial culture approach in educational institutions.
2. To provide technical support and advice to young graduates with business projects, facilitating the formulation of business plans and their linkage with sources of financing and actors in the national entrepreneurial ecosystem.
3. Promote visibility, exchange and marketing spaces through the organization of regional and national entrepreneurship fairs that foster innovation, cooperation and development of productive youth networks.
4. Promote inter-institutional coordination between the MINEDUCYT, public, private and territorial entities to strengthen the sustainability of the Entrepreneurship Training Subprogramme and its contribution to local development and the prevention of youth violence.

# Operator’s framework and actions

In the framework of this recruitment of a specialized operator, we take up the result 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 establishes the strengthening of vocational, technical and life skills of students in third cycle and secondary education through the articulated implementation of the subprogramme on Training in Entrepreneurial Culture. 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, the active participation of educational institutions will be promoted through the implementation of the Entrepreneurship Culture Training Sub-programme, aimed at developing technical, social and business skills in students and teachers. The suggested multimodal training can follow the 70-20-10 model: 70% applied practice, 20% peer collaboration, 10% theoretical. It will include: 80 hours of face-to-face training per module, 40 synchronous virtual hours, 60 hours of guided classroom practice and a mentoring system among teachers; or on the other hand other proposals such as the 'Aprender-Emprendedor' model with: initial diagnosis of entrepreneurial skills, 120 hours per module (40% face-to-face, 30% virtual, 30% practical), real projects from the first month and 360° evaluation system with specific headings.

Technical support for young graduates with entrepreneurial projects and coordination with public and private institutions that facilitate access to seed capital will also be promoted, strengthening the transition towards employability and the generation of sustainable enterprises.

The action will contribute to strengthening technical education and developing an entrepreneurial culture in educational establishments through three areas of intervention:

1. Training and technical assistance to teachers in the application of entrepreneurship modules and the use of digital tools.
2. Technical assistance and institutional coordination for the consolidation of student business projects and their link with the national entrepreneurial ecosystem.
3. Holding regional and national entrepreneurship fairs to promote innovation, cooperation and the productive projection of students.

The selection of schools will be based on the criteria defined by MINEDUCYT, prioritizing secondary education institutions and vocational technical baccalaureate in districts with higher rates of social and economic vulnerability, in order to maximize the impact of Component 3 of the AGUSTINE Project on generating productive capacities and opportunities for youth development.

***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 2. Implementation of the Entrepreneurship Training subprogramme**

***Sub-activity 2.1 Teacher training.***

A multimodal training process (face-to-face and virtual) will be developed for teachers in order to strengthen entrepreneurial culture skills and ensure the sustainability of the programme in educational institutions. The training will cover three modules:

1) Collaborative entrepreneurship

2) Business Plan Design

3) Start-up of the micro enterprise;

These will be integrated into the curricula of the vocational technical baccalaureate and the technical courses of the gradual educational model. Teachers will then receive in-class technical assistance to apply the content with their students. Virtual classroom with Learning Virtual Objects (VOAs) and synchronous sessions with experts, coordinated by a specialized strategic partner.

***Sub-activity 2.2 Strengthening of entrepreneurship and inter-institutional coordination***

Technical assistance will be provided to young graduates with entrepreneurial projects to support the formulation of business plans and facilitate their access to seed capital funds. The coordination with public and private actors who provide technical and financial support will also be promoted, in order to establish a system of inter-institutional coordination at territorial level that orients and links beneficiaries with real opportunities for entrepreneurship.

Propose success indicators for entrepreneurship, such as: 50% temporary survival rate of entrepreneurs, average monthly income generation, job creation per X entrepreneurs, creation of innovative and collaborative indices, networking with other local businesses, creation of "tractor" enterprises, among others that will be evaluated in the proposals.

***Sub-activity 2.3 Entrepreneurship fairs***

At least three annual entrepreneurship fairs are planned: two regional (Western and Eastern) and one national in the Central zone, with participation of students and graduates. These fairs will make projects visible, generate support networks and promote the marketing of products.

Proposals for fairs or other venues that would help to de-concentrate actions and strengthen visibility at rural level in particular should be evaluated. It is also important to encourage the participation of women entrepreneurs or women leaders in percentages that ensure equal opportunities for men and women, it is suggested to ensure minimum quotas for female participation.

# 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.
* Context difficulties: What are the difficulties faced in the time of entrepreneurship, or in the local and regional entrepreneurial ecosystem.
* Problem identified: High dropout rate in the third cycle and lack of basic technical training, financial education and entrepreneurship that facilitates the creation or implementation of entrepreneurial ideas.
* Proposed solution: Implementation of the Entrepreneurship Culture subprogramme.
* 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 entrepreneurship, who will be responsible for accompanying the training process of the teaching staff, 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 Entrepreneurship Training subprogramme. The review of existing documentation will involve a systematic and critical analysis of inputs which will subsequently be used in the training process.
* The applicant shall 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 specialist operator must present a technical team with expertise in entrepreneurship, financial education and teacher training, and must provide a combination of technical knowledge, entrepreneurial experience, market intelligence, and pedagogical skills. This team not only analyses and intervenes from the technical, but it does so with sensitivity, analytical depth and commitment to equal opportunities.
* 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 fulfilment of the project or the fulfilment of its obligations as Operator, having to maintain adequate information in this regard.
* The company should provide technical assistance to young graduates with successful business projects, supporting their transition from MINEDUCYT students to independent contractors by developing business plans; Access to seed capital and links with incubators and support organizations. It will also provide logistical support for forums, conferences and exchange activities.
* The firm must provide logistical support for various activities, including forums, congresses or exchange activities.
* 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).
* In addition to the above indicative actions, establish proposals for performance indicators that measure, for example: percentage of teachers applying new methodologies promoted in the classroom, percentage of female participation; percentage of students developing viable business ideas, percentage of income generating enterprises, survival rate, networking with other local businesses, creation of "tractor" enterprises, etc.
* 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.

**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 the design, implementation and monitoring of entrepreneurship in educational contexts and with young people, promoting 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 Entrepreneurship Culture Training subprogramme through the use of face-to-face and digital tools, in new educational institutions (educational complexes, educational centers and national institutes).
* Teachers will be distributed as follows, see table below:

| **Phases** | **Phase 1** | **Phase 2** | **Phase 3** | **Total** |
| --- | --- | --- | --- | --- |
| *Number of teachers trained* | 65 | 100 | 100 | 265 |
| *Number of educational institutions* | 15 | 15 | 15 | 45 |
| *Students attended throughout the action* | 9,500 | 9,500 | 9,000 | 28,000 |

* 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, entrepreneurial culture, youth training, association group.
* 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 | **1.1. General Plan of Work of the Consultancy**   1. Executive summary of the plan. 2. Description of the approach of the Entrepreneurship Training subprogramme to 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. Diagnosis of entrepreneurial ecosystem, installed capacity, context and other elements of interest to the consultancy in the educational centers selected by this year. 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.   1.2 Annual Operational Plan for year 1. 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 year. 4. Timeline with brief description of year activities. 5. Training plan to be developed during the year and as indicated in the general plan. 6. Plan for the purchase and distribution of educational, promotional and consumer materials for schools and teaching staff. | Forty (40) days after the award of the contract |
| 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 award of the contract |
| Product 3 | a) Annual progress report on the achievement of the objectives, and scope for:   * 90 teachers trained under the Entrepreneurship Training sub-programme. * 15 EC Member States. * 9,500 students attended. * At least 3 business fairs. | Seven (7) months after the award of the contract |
| At the end of phase 1 in terms of indicators, it is expected that:   * 65 teachers trained under the Entrepreneurship Training sub-programme. * 15 EC Member States. * 9,500 students attended. * At least 3 business fairs. | | |

| **Product** | **Detail Phase 2** | **Delivery time** |
| --- | --- | --- |
| Product 4 | Annual Operational Plan for year 2. Include, but 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 year 4. Timeline with brief description of year activities. 5. Diagnosis of entrepreneurial ecosystem, installed capacity, context and other elements of interest to the consultancy in the educational centers selected by this 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, promotional and consumer materials for schools and teaching staff. | Eight (8) after the award of the contract |
| 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 award of the contract |
| Product 6 | Annual progress report on the achievement of objectives, including financial report and their respective means of verification. | Nineteen (19) months after the award of the contract |
| At the end of phase 2 in terms of indicators, it is expected that:   * 90 teachers trained under the Entrepreneurship Training sub-programme. * 15 EC Member States. * 9,500 students attended. * At least 3 business fairs.   Additional to those required in the first year of implementation. | | |

| **Product** | **Detail Phase 3** | **Delivery time** |
| --- | --- | --- |
| Product 7 | Annual Operational Plan for year 3. Include, but 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 year 4. Timeline with brief description of year activities. 5. Diagnosis of entrepreneurial ecosystem, installed capacity, context and other elements of interest to the consultancy in the educational centers selected by this 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, promotional and consumer materials for schools and teaching staff. | Twenty (20) months after the award of the contract |
| 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-six (26) months after the award of the contract |
| 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 award of the contract |
| The last month of phase 3 implementation in terms of indicators is expected to include:   * 100 teachers trained under the Entrepreneurship Training sub-programme. * 15 EC Member States. * 9,000 students attended. * At least 3 business fairs.   Additional to the two years preceding implementation. | | |

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.

1. It implies the highest percentage of applied practice, followed by peer practice and the lowest weight in theory. [↑](#footnote-ref-1)