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**Agustine**

Support for violence prevention in El Salvador.

**Operator recruitment for**

"Implementation of Technical Training and Certification for people outside the education system"

**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

**CIS** Centre for social integration

**CONAPINA** National Council for Early Childhood, Childhood and Adolescence

**DoA** Action document

**EF** Expertise France

**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 be responsible for the implementation of the first component of the Action, which results in "Improvement and diversification of the educational system’s supply in terms of soft skills for life, positive transformation of conflicts 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 policy of Equity and Equality (PEI) through the Plans for Equality and the Prevention of Sexual Violence".

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 implementation of actions under Result 3, aimed at strengthening certified technical skills and for the life of young people outside the formal education system, in alternative forms of training and in the Centres for Social Integration (CIS), promoting their social inclusion, continuing training and insertion into the productive sector.

This result is implemented through the Certified Technical Training, designed to expand and diversify the available educational offer, facilitate informed vocational decisions and develop technical skills aligned with the demands of the social and economic environment.

In this context, the Certified Technical Training seeks to consolidate relevant and recognized graduates, with emphasis on key production areas, strengthening the capacities of teaching staff and the provision of resources to ensure quality teaching-learning processes.

The strategy requires specialized technical support, teacher training, provision of a list of materials and inputs, and coordination with strategic partners to ensure its 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 MINEDUCYT and the implementation of monitoring and evaluation mechanisms to measure the quality and impact of actions in the participating educational and social communities.

# Objectives of the consultancy

General objective

Strengthen the technical training and entrepreneurial culture in young people and adults outside the formal education system and in social reintegration processes, through relevant programmes linked to the productive environment, which promote their social inclusion, Employability and development of sustainable life projects.

Specific objectives

1. Design and implement certified technical graduates adapted to the needs of the labour market, integrating entrepreneurship modules for population participating in alternative educational modalities.
2. Strengthen the teaching, CIS training and educational infrastructure through training processes, provision of a list of materials, tools, machinery and technical assistance.
3. Support participants in their employability skills and/or generation of sustainable entrepreneurship, through vocational guidance, institutional linkage and access to productive opportunities.
4. Support the training and certification strategies developed with young people in social reintegration processes of CONAPINA’s CIS.

# 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" axis 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 Entrepreneurship Training. 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 diversified, certified technical training offer geared to the needs of the production environment; The participants, especially young people outside the formal education system and social reintegration processes, can build life projects that are consistent with their interests, abilities and aspirations. At the same time, the competences of teachers and trainers are strengthened, as well as the institutional capacity of the Centres for Social Integration (CIS) and the educational institutions implementing the training.

In this framework, the active participation of priority institutions will be promoted through the design and execution of technical diplomas with entrepreneurship modules, aimed at developing technical, social and entrepreneurial skills in students and teachers. The training processes will combine active methodologies, workshop practices and comprehensive support, ensuring that the contents can be applied directly in professional life or in entrepreneurial projects.

Vocational and occupational support will also be promoted through vocational guidance, preparation for employment (life-cycle, interviews, job search) and support for young people wishing to take up a business, Promoting linkages with public and private institutions that facilitate access to seed capital and support networks, thus strengthening the transition towards employability and sustainable entrepreneurship.

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

1. Training and teacher updating in active methodologies and competence assessment for the technical education and entrepreneurship module.
2. Institutional coordination and technical assistance to ensure the relevance of graduates, their certification and the linking of productive student projects with the entrepreneurial ecosystem and the labor sector.
3. Spaces for visibility and connection, such as training and entrepreneurship fairs, which promote innovation, cooperation and the productive projection of students.

The selection of eligible institutions, including four CIS and at least two secondary schools with flexible baccalaureate, will be based on criteria of installed capacity, technical relevance and potential enrolment. This is to maximize the impact of this intervention on the generation of productive capacities, social inclusion 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 4. Technical training and certification for people outside the education system and social integration centres**

Through this activity of Component 3 of the AGUSTINE Project, we seek to generate certified technical training opportunities for young people and adults outside the formal education system, Giving priority to students in the flexible form of secondary education and young people in conflict with the law in the Centres for Social Integration (CIS).

The aim is to continue the process of updating four graduates, each with approximately 160 hours, organized into three technical modules and one for entrepreneurship in areas related to national production demand. The areas covered include:

* Automotive maintenance.
* Electrical installations.
* Gastronomy.
* Agro-ecological production.

Priority will be given to strengthening technical staff to continue programmes that already have recognized certification processes, and in the event of deficiencies being identified, a certification strategy will be designed in coordination with the professional sector.

***Sub-activity 2.1 Identification of priority technical areas and curriculum design***

At the start of the Action, a process will be carried out to identify technical areas relevant for graduates with educational establishments. This process will involve actors with experience in training outside the education system, representatives of productive sectors and beneficiaries. The initiatives developed in 2025 will also be evaluated and improved or expanded on the basis of the experiences with CONAPINA’s social integration centres. Based on this analysis, training programmes will be designed and adapted to ensure their relevance, technical validity and certification. This framework will also define the materials, tools and equipment required for its implementation.

***Sub-activity 2.2 Selection of educational institutions, teacher training and material endowment***

Implementation will prioritize the review of experience in four CIS and at least two secondary education institutions with flexible baccalaureate. The selection will consider installed capacities and potential enrollment volume.

To ensure the quality of teaching, two processes will be developed for the training and updating of teachers, each of 24 hours, focusing on active methodologies and competence assessment. The selected institutions will receive equipment, teaching materials and additional consumables according to the requirements of the training to be implemented.

***Sub-activity 2.3 Implementation of training, monitoring and evaluation***

The training process will include comprehensive support for participants, taking into account their personal and social challenges. To this end, vocational and occupational guidance sessions will be developed with psychological support, enabling students to identify skills, values and interests, and to design a life plan.

For the case of work with CIS, CONAPINA will be supported and reinforced in training by continuing the work carried out in the four CIS implemented by Expertise France in 2025 through ad hoc consultancies and with regard to flexible modalities in at least two secondary education institutions, With the support of a major operator.

Job-preparation activities such as the development of work profiles, interview training and job search will also be promoted. During the period of the Action, three cohorts of students are trained in each participating institution, thus ensuring a sustained impact on the employability and personal development of the beneficiaries.

The methodology for reinsertion population shall include: harm reduction approach and restorative justice, curricular adaptations with informed trauma approach, individualized mentoring with forensic psychology specialists and security and confidentiality protocols.

For the development of certifications, it must be made through agreements with institutions accredited as state, universities or regional or international bodies which enable the knowledge and skills acquired by young people to be validated and linked to the national qualifications system. Official recognition will be managed by the MINEDUCYT, INCAF, Ministry of Labour, among others.

# 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: Difficulties in developing training and certification with young people outside the education system, with emphasis on the context of young people in social reintegration processes and those involved in alternative educational modalities.
* Problem identified: systemic turnover, high dropout rates in the third cycle and lack of basic technical training in alternative modalities, lack of financial education and entrepreneurship that enhances training and certification.
* Proposed solution: follow-up, improvement and creation of training and certification offers in C.E. and CIS.
* 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, vocational technical training, 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.**
* **Preliminary diagnosis**: Proposal for a diagnosis to potential educational institutions that implement MS identified by the MINEDUCYT that may be beneficiaries once the consultancy is started, allowing adjustment of the proposed working methodology. Also includes the 4 CIS.
* **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 educational establishments, young people in reintegration processes and CIS instructors, 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 technical training, youth reintegration, who will be responsible for accompanying the training process to 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 existing documentation produced by MINEDUCYT in general, to ensure the implementation approach of technical training and certification. 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 specialist operator must present a technical team with specialization in vocational guidance, vocational technical training and teacher training, and must provide a combination of technical knowledge, entrepreneurial experience, market intelligence, 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.
* 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.

**For continuing teacher training:**

* The development of consultancy will require that the operator has a team of highly qualified professionals in teacher training processes with a focus on vocational guidance, initial technical education, vocational technical training and certification to ensure that products are produced under the parameters of professionals with education and virtual education expertise, virtual platform management, as well as design experience, implementation and follow-up of entrepreneurship in educational contexts and with young people outside the education system or in processes of social reintegration, the promotion of 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:

| **Phase** | **Phase 1** | **Phase 2** | **Phase 3** | **Total** |
| --- | --- | --- | --- | --- |
| *Number of young people trained in alternative modes* | 180 | 180 | 180 | 540 |
| *Number of young people trained in CIS* | 85 | 90 | 85 | 360 |
| *Number of teachers and trainers strengthened (at least)* | 20 | 20 | 20 | 80 |
| *Strengthened institutions for the development of training and certification (including CIS and C.E.)* | | | | 4 CIS  4 C.E.[[1]](#footnote-1) |

* 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 the list of material for the development of Technical Training and Certification, which 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, technical training, certification of skills.
* 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** | **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 to technical training and certification processes 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.   1.2 Annual Operational Plan for phase 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. Quarterly budget for each activity. 5. Timeline with brief description of year activities. 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. | One (1) calendar month to start order. |
| 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 | Six (3) months after the contract starts |
| Product 3 | a) Progress report on the achievement of the objectives, and scope for:   * At least 20 teachers and instructors trained for the implementation of technical offer and certification. * 2 educational centres supported and equipped. * 180 MF students attended. * Monitoring of 90 young people in 4 CIS assisted. | Eight (7) months after contract initiation |
| At the end of phase 1 in terms of indicators, it is expected that:   * At least 20 teachers and instructors trained for the implementation of technical offer and certification. * 2 educational centres supported and equipped. * Monitoring of 180 MF students attended. * 85 young people in 4 CIS assisted.   Additional to those required in the first year of implementation. | | |

| **Product** | **Phase 2** | **Delivery time** |
| --- | --- | --- |
| Product 4 | Annual Operational Plan for phase 2. 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. Quarterly budget for each activity. 5. Timeline with brief description of year activities. 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) months after the contract starts |
| 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 contract initiation |
| Product 6 | Progress report on the achievement of objectives, including financial report and their respective means of verification. | Nineteen (19) months after the contract was entered into |
| At the end of phase 2 in terms of indicators, it is expected that:   * At least 20 teachers and instructors trained for the implementation of technical offer and certification. * 2 educational centres supported and equipped. * Monitoring of 180 MF students attended. * 85 young people in 4 CIS assisted.   Additional to those required in the first year of implementation. | | |

| **Product** | **Phase 3** | **Delivery time** |
| --- | --- | --- |
| Product 7 | 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 year 4. Quarterly budget for each activity. 5. Timeline with brief description of year activities. 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 contract has commenced |
| 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-five (25) after the contract has started |
| Product 9 | 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) after the contract has commenced |
| The last month of phase 3 implementation in terms of indicators is expected to include:   * At least 20 teachers and instructors trained for the implementation of technical offer and certification. * 4 EC (cumulative). * 180 MF students attended. * Monitoring of 85 CIS young people attended.   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 key personnel’s experience and skills is assessed at the level of all the team profiles.

1. At least 2 Educational Centres based on the AGUSTINE DOA Action Document. [↑](#footnote-ref-1)