"Design, development and production of a formative strategy in socio-emotional well-being and teaching learning, based on pedagogical separates, roadmaps and complementary materials"

AUGUSTINE - Supporting violence prevention in El Salvador (LA/2024/458-141/700002312)

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I. CONTEXT AND BACKGROUND

On 1 November 2024, the Agustine Project began, co-financed by the European Union, UNICEF and UNESCO, and led by Expertise France (EF) in coordination with the Ministry of Education, Science and Technology (MINEDUCYT).

The project is implemented in 129 priority districts of the country, characterized by high exposure to psychosocial risks affecting educational communities. Within this framework, the MINEDUCYT is supported in strengthening an educational model focused on student well-being and comprehensive development, incorporating education in values, socio-emotional learning, art and sport as key components.

Various social, family and community factors affect the socioemotional state of children and adolescents, generating manifestations such as anxiety, stress, depression, low self-esteem, self-harm, and suicidal ideation, among others. These conditions directly impact academic performance, school retention and the student's life project.

Socio-emotional well-being is fundamental for learning and preventing violence, as it promotes motivation, resilience and positive coexistence. In this process, teachers and management teams play a key role as facilitators and models of socio-emotional skills, so it is necessary to strengthen their capacities to promote emotionally healthy school environments, safe and conducive to the comprehensive development of students.

Therefore, within the framework of the new strategies promoted by the Directorate of Teacher Training and Educational Advice, MINEDUCYT is transitioning from traditional models of extensive training to more flexible, autonomous, scalable and contextualized models.

The institutional strategy seeks to reduce teacher overload through training processes distributed throughout the year, integrating pedagogical separations, roadmaps, micro learning, audiovisual capsules, interactive resources, practical evidence, autonomous and contextualized learning.

In this context, it is necessary to hire a specialized firm that designs a training process in social and emotional well-being and learning based on autonomous and scalable pedagogical resources, in accordance with the current institutional path of teacher training of MINEDUCYT. This training process must be aligned with national teacher training priorities and respond to the needs identified in the intervention territories.

II. OBJECTIVES OF THE CONSULTANCY

Overall objective

Design a socio-emotional training strategy aimed at teaching staff and management teams based on pedagogical separations, roadmaps, micro learning and e-learning resources, oriented towards

strengthening social-emotional well-being and learning, early detection of psychosocial risks and promotion of safe and emotionally healthy educational environments.

Specific objectives

1. Design a methodological path of socio-emotional teacher training based on autonomous learning, micro-learning and e-learning resources, aligned with the national strategies of teacher training MINEDUCYT.
2. Develop pedagogical separates, roadmaps and complementary materials (multimedia resources) aimed at strengthening social-emotional well-being and learning, self-care, emotional regulation and positive school coexistence at different levels of education.
3. Incorporate content, tools and strategies for early detection of psychosocial risks, violence prevention and initial emotional containment in the educational environment.
4. Design monitoring, evidence and monitoring mechanisms that favor the practical application of socio-emotional strategies and facilitate the scalable and sustainable implementation of training at national level.

III. FRAMEWORK AND ACTIVITIES

OPERATIONAL FRAMEWORK

Component two of the Augustine Project will support the implementation of the socio-emotional well-being of the educational community: students, teachers and families.

Outcome 2 - Improved access to education taking into account psychological, emotional well-being and equal opportunity issues.

In this framework, the component will organize the strengthening of teachers' skills in different topics critical for students' socioemotional well-being and learning, such as early warning detection, coexistence, well-being and emotional containment.

The consulting firm will be responsible for developing the technical and pedagogical design of the training proposal, based on the inputs provided by the Directorate of Secondary Education through the Socio-Emptive Learning Management, as well as the strategic orientations of the Directorate of Teacher Training and Educational Advice, and other relevant institutional bodies.

For the purpose of presenting progress, receiving guidance, technical validation and product approval, the organization or consulting firm will coordinate directly with the Department of Socioemotional Education and the Socioemotional Learning Management (bodies attached to the Directorate of Secondary

Education), in joint validation and coordination with the Directorate of Teacher Training and Educational Advice, with technical support from Expertise France.

The MINEDUCYT will provide guidelines and technical assistance necessary for the development of consulting through the aforementioned bodies.

Indicative activities

The process will be developed through the following phases:

1. **Coordination activities**

To ensure the proper execution of the consultancy, the contracted firm must establish coordination, monitoring and technical validation mechanisms between MINEDUCYT and Expertise France. For this purpose, the following actions must be carried out:

- Hold initial meetings with MINEDUCYT and Expertise France to coordinate activities, define guidelines and receive technical inputs.
- To participate in periodic meetings, either face-to-face or virtual, with the bodies designated by MINEDUCYT, especially with the Social and Emotional Learning Management of the Secondary School Directorate and the Directorate of Teacher Training and Educational Advice.
- Develop a detailed schedule of activities, defining work phases, managers, expected products and execution times.
- Establish mechanisms for monitoring and technical coordination during the development of the consultancy.

2. **Preparatory activities and technical diagnosis**

The consulting firm must carry out a process of technical analysis that allows to guide, adapt and contextualize the pedagogical design of training and complementary materials (e-learning resources and multimedia).

This process will include:

2.1 Review of institutional documentation

Review and analysis of MINEDUCYT normative documents, guidelines, guides and resources related to teacher training, school welfare and socio-emotional learning, including materials on early warning detection, emotional containment and socio-emotional strategies, as well as national and international experiences linked to teacher training and socio-emotional learning in digital environments.

2.2 Diagnosis of training needs

Conduct interviews or consultations with teachers, directors, technical teams to identify the current level of knowledge in school welfare and socio-emotional learning and e-learning resources.

2.3 Methodological planning

Develop a detailed work plan that includes:

- Implementation phases (overall project framework)
- Pedagogical approach and methodological strategy
- Instructional design (content structure, units, activities)
- Activities to be developed (operational breakdown)
- Production schedule / Delivery times
- Technical products (deliverables)
- Responsible
- Compliance indicators

3. Design of training methodological path

The proposal proposes a model of continuous training in the socio-emotional area, in an autonomous, progressive and interactive way, organized in:

- Pedagogical separates Conceptual and practical training documents.
- Roadmaps: Instructional and operational implementation guides. Each roadmap must be structured from 3 consecutive learning blocks, oriented to the development of experiences and practices to be implemented during the training period.
- Complementary materials: videos, pedagogical capsules, infographics, forms and support materials.

The development of separations and roadmaps can be done according to the following themes:

General (cross-cutting) themes:

- Theoretical foundations of socio-emotional learning and school well-being.
- Socio-emotional and transversal skills
- Socio-emotional education in the educational context.
- Tools for teaching socio-emotional learning in the classroom.
- Teacher wellness (stress and self-care strategies).
- Detection of early warnings and action protocols.
- Initial emotional containment strategies in the school environment.

Specific themes:

- Self-knowledge and self-care.

- Child emotional self-regulation.
- Positive discipline.
- Communication, active listening, empathy and positive relationships.
- Play and active learning.
- Handling disruptive behaviors in the classroom.
- Adolescent mental health and measures to prevent depression, self-harm, suicide and bullying.
- Self-knowledge, self-efficacy and growth mindset, emotional self-regulation.
- Relational skills and assertive communication.
- Management of social pressure.
- Academic stress management skills and promotion of self-care.
- Resilience.
- Emotional mood in the classroom.
- Conscious leadership.
- Prevention of emotional wear.
- Positive conflict management.
- Learning Communities.
- Healthy institutional culture.

4. Required basic structure of the pedagogical separates. (For each separate)

This should be between 12 and 14 pages including both the main content and the preliminary and final sections (cover, index and bibliography). The components are detailed below:

- Presentation: Welcome, sense of the formation and its direct relationship with educational practice.
- Formative purpose: Clear definition of the achievements and competencies expected in the teacher/manager.
- Conceptual development: Theoretical and practical framework, essential concepts and contextualized application
- Active learning: incorporating case studies, reflective questions, practical challenges, everyday scenarios and gamification elements.
- Micro-activities: Experiences of reflection and autonomous work.
- Complementary resources (multiformat): Integration in the separate (via QR codes or links). Must contain: 1 short video about the separate explanation, 1 infographic, must contain at least one (1) complementary material and one (1) evidence submission form.
- Learning community: Guidelines for sharing experiences among teachers.
- Close and next step: Connect to the blocks and route map.

***** **Pedagogical separations will be equal for directors and teachers, four separations will be developed throughout the consultancy.**

5. Design guidelines for Road Sheets

This should be between 12 and 14 pages including both the main content and the preliminary and final sections. It should be developed a roadmap for each educational level or required population, covering in an integral way the entire formative trajectory of public education centers along with the strengthening of institutional management; therefore, this includes the design of specific roadmaps for: 1) Directors, 2) Early Childhood Teachers, 2) Primary Education Teachers, 3) Secondary and Technical Middle Education Teachers for each of the four (4) required separatisms.

****For the development of the consultancy, at least 16 waysheets (4 waysheets per section) and 48 blocks (3 blocks per each waysheet) should be considered.**

Unlike the pedagogical separate, the roadmap is strictly instructional and operational. Each document should be structured as follows:

- Cover: Title and period in which the road map is developed.
- Presentation: Welcome, sense of the formation and its direct relationship with educational practice.
- Key results: They constitute the concrete, measurable and observable achievements that demonstrate the transfer from theory to practice at the end of each roadmap, which demonstrate a real improvement in teaching or management performance, ensuring that learning is effectively translated into transformative and verifiable actions within the school environment.
- Work path: index of each block and methodology to develop.
- Blocks: The roadmaps are structured with at least 3 blocks and developed by key actions according to the following distribution:

<u>Learning block structure</u>

Block 1: Understanding

- Conceptual appropriation.
- Personal reflection.
- Emotional diagnosis.

Block 2: Apply

- Practical strategies.

- Classroom activities.
- Record of experiences.

Block 3: Transform

- Pedagogical adjustments.
- Contextualized innovation.
- Socialization of learning.

- **Microactivities:** Experiences of reflection and autonomous work.
- **Add-on resources** (multiformat): Integration into routing (via QR codes or links). One (1) short video about the roadmap explanation, one (1) infographic, must contain at least one (1) complementary resource for each block of the roadmap, detailing the route in development as well as downloadable resources. **It is required that all resources developed whether Video, infographic, downloadable material, etc. must meet at least the learning objectives, thematic rigor, depth and practical applicability, the downloadable materials from the blocks must include practical application components (exercises, guided reflection, tools for use in the classroom or in leadership management**), **not limited to theoretical content.**
- Each block must have a closure by means of the collection and delivery of evidence through a (1) form or the construction of an activity as required.
- Next steps: Connection with the blocks and additional road map and indications to give continuity to the training route.

6. Complementary Materials

The materials may be:

- Videos
- 2-3 minute capsules.
- Explanatory tutorials.
- Teaching experiences.
- Infographics
- Quick strategies.
- Emotional protocols.
- Pedagogical tips.

****** **The contract price is a fixed-price contract per product that applies to the pre-defined and stable quantity complementary resources and materials of each Roadmap and separate; however, the unit price per variable downloadable material shall apply exclusively to those pieces of downloadable material or supplementary material that exceed the quantity previously defined according to pedagogical need defined and approved by the CONTRACTING INSTITUTION.**

7. Evidence of separations and roadmap

- Depending on the scope and what is required by the topic, it can be carried out in two ways:
  - Google forms separately and by learning block.
  - Google forms with learning evidence built by the teacher or manager.
- The evidence has a feedback when responding to the form.
- Assessment of the separate and integration in pedagogical practice.

8. Guiding principles

- Autonomous learning.
- Located formation.
- Immediate implementation.
- Flexibility.
- Interactivity.
- Socioemotional approach.

9. Socialization and validation

The consulting organization or firm must:
Develop technical validation sessions with the Department of Socio-emotional Education and the Socioemotional Learning Management (bodies attached to the Directorate of Secondary Education), in joint validation and coordination with the Directorate of Teacher Training and Educational Advice, and with the technical support of Expertise France.
These spaces will ensure a thorough review for each of the products (separates, roadmaps and complementary materials).
Carry out all the methodological, pedagogical and content adjustments required by the validating bodies, iterating the versions of the documents until formal and final written approval is obtained.
Diagram and adapt all materials strictly in compliance with the institutional graphic guidelines of MINEDUCYT, brand manuals, style regulations and digital optimization requirements (suitable weight for download on mobile devices).

10. Virtualization of teacher training resources

The organization or consulting firm must structure the process of virtualization of the teacher training path under an autonomous and interactive approach, integrating in a coherent way the separates, roadmaps, supplementary materials and follow-up forms. This virtual ecosystem must be implemented in the official platform of the Ministry of Education oriented to the management of the formative processes: Teaching training Portal or in those digital training spaces that MINEDUCYT authorizes manage.

All virtual resources and materials designed by the consulting organization or firm must be strictly compatible with the current institutional technology infrastructure, based on Google Workspace for Education (including Google Classroom and related tools), and accessible via institutional mail (@clases.edu.sv); ensuring that the learning experience is not run on an isolated website or portal.

Finally, the pedagogical and multimedia design must be integrated and respond to the official structure of the Ministry, which organizes training in strategic areas, specifically incorporating this intervention under the area of socio-emotional development and teacher welfare-management, without prejudice to the fact that learning paths can be articulated with other institutional training spaces as determined during the development of consulting.

IV. CONFIRMATION OF THE KEY TEAM

Present a proposal with the staff life history of the proposed multidisciplinary team (valuing similar experiences) and the description of the roles within the team.

The company must permanently assign for the execution of the entire project to:

a) An academic coordinator or senior pedagogical specialist, responsible for the overall coordination and technical supervision of the consultancy, ensuring adequate planning, execution, monitoring and quality of all products and planned activities. Will be the main point of contact with Expertise France and MINEDUCYT, facilitating articulation, communication and coordination between the various stakeholders involved. It will also ensure the pedagogical and methodological coherence of the materials developed, as well as the correct organization and structuring of educational resources on the virtual platform and the preparation of technical reports from the consultancy.

b) Proposed number of people, profiles and skills to develop the design, implementation, virtualization and evaluation of training.

V. EXPECTED PRODUCTS

All products will be delivered electronically according to the official communication channels that will be indicated at the beginning of the consulting.

All products must obtain technical validation from Expertise France.

The final products must be of a professional technical quality.

Product	Detail	Delivery time
P1	Diagnosis, work plan and methodological path includes: -Interviews and consultations with teachers and managers	1 month after signing the contract

	-Diagnosis of training needs - Identification of priority socio-emotional competencies - General work plan - Implementation timeline - Methodological path of the program - Definition of managers and time frames	
P2	Preparation of the preliminary version of Pedagogical Separate No. 1 and the corresponding roadmaps for directors, early childhood teachers, primary education teachers and secondary and technical middle school teachers, each structured with three implementation blocks. Also, development of the conceptual design of pedagogical, training and accompanying resources associated with the separate, the roadmaps and each of their blocks, including audiovisual materials, graphics, downloadables and evidence collection mechanisms.	2 months after signing the contract
P3	Final version of the Pedagogical Separate #1 and corresponding roadmaps for directors, early childhood teachers, primary education teachers and secondary and technical secondary education teachers, each structured with three implementation blocks. Including the Developed End Resources: which includes the design, development, production and commissioning of e-learning content on a virtual learning platform that can include: Videos: 5 (1 separate + 4 roadmaps) Infographics: 5 (1 separate + 4 road maps) Additional materials: minimum 13 (1 separate + 12 route sheets, 3 4) Downloadable resources per block at least: 12 (3 x 4) Evidence forms: 13 (1 separate + 12 road maps, 3 x 4)	3 months after signing the contract
P4	Final version of the Pedagogical Separate #2 and corresponding roadmaps for directors, early childhood teachers, primary education teachers and secondary and technical secondary education teachers, each structured with three implementation blocks.	4 months after signing the contract

	Including the Developed End Resources: which includes the design, development, production and commissioning of e-learning content on a virtual learning platform that can include: Videos: 5 (1 separate + 4 roadmaps) Infographics: 5 (1 separate + 4 road maps) Additional materials: minimum 13 (1 separate + 12 route sheets, 3 4) Downloadable resources per block at least: 12 (3 x 4) Evidence forms: 13 (1 separate + 12 road maps, 3x 4)	
P5	Final version of the Pedagogical Separate #3 and corresponding roadmaps for directors, early childhood teachers, primary education teachers and secondary and technical secondary education teachers, each structured with three implementation blocks. Including the Developed End Resources: which includes the design, development, production and commissioning of e-learning content on a virtual learning platform that can include: Videos: 5 (1 separate + 4 roadmaps) Infographics: 5 (1 separate + 4 road maps) Additional materials: minimum 13 (1 separate + 12 route sheets, 3 4) Downloadable resources per block at least: 12 (3 x 4) Evidence forms: 13 (1 separate + 12 road maps, 3 x 4)	5 months after signing the contract
P6	Final version of the Pedagogical Separate #4 and corresponding roadmaps for directors, early childhood teachers, primary education teachers and secondary and technical secondary education teachers, each structured with three implementation blocks. Including the Developed End Resources: which includes the design, development, production and commissioning of e-learning content on a virtual learning platform that can include: Videos: 5 (1 separate + 4 roadmaps) Infographics: 5 (1 separate + 4 road maps) Additional materials: minimum 13 (1 separate + 12 route sheets, 3 x 4)	7 months after signing the contract

	Downloadable resources per block at least: 12 (3 x 4) Evidence forms: 13 (1 separate + 12 road maps, 3 x 4)	

V. LOCATION AND PERIOD OF IMPLEMENTATION

The consultancy will have a term of 7 months, counted from the Start Order issued by Expertise France.

VI. INPUTS PROVIDED BY MINEDUCYT

MINEDUCYT will provide the consulting firm or organization with information in digital version of technical tools, guidelines and guidance that are necessary for the implementation of the consultancy.

VII. ELIGIBILITY

This request is addressed to consulting firms or organizations.

VIII. INSTRUCTIONS FOR PROPOSALS AND SELECTION PROCESS

Format and content of proposals

The technical proposal must include:

- Institutional Profile that demonstrates the institution's suitability for providing the services specified in these terms of reference, including its relevant prior experience and competencies related to the subject matter of the procurement. It shall also present a list of executed projects of similar scope, scale and complexity, as well as available organizational and operational capabilities, technical capacity in instructional design and digital content development, and concrete evidence (portfolio, samples, links to previous platforms or projects) demonstrating technical and digital production capacity), and institutional capacity in monitoring and evaluation (M&E), as well as the existence and implementation of safeguard policies and procedures, prevention of sexual exploitation and abuse (PSEA) and fraud prevention.
- Proposed team schedules and rosters with clearly defined roles and time dedicated to each member, based on service scope and complexity
- The applicant firm or organization must provide a technical proposal that will meet the requirements of the consultancy. The technical proposal must include:

- A presentation of the understanding of the objectives of the consultancy and the description of the methodology envisaged to meet the objectives and carry out the activities of the training strategy in social-emotional learning and well-being
- An indicative work plan and a timeline detailing the form and phases in which the product development process is planned, taking into account requirements and execution times.

- Employment references, issued by companies or institutions in which the required experience can be verified.

The financial proposal shall include the following information:

1) Fixed Price Component

The breakdown of the financial offer shall indicate:

- The price in **man-days**, together with an estimate of the number of days required to perform the services, covering all the services required by the contract and applicable to the components with predefined and constant quantities.
- The financial proposal must be exempt from VAT and include all the expenses necessary for consulting: mobilization and transport costs, communication, food, digital expenses, etc., and any other element necessary for the provision of services.

	Quantities	Unit Price (USD)	Total (USD)
Remuneration			
Expert 1	XX days/months	YY	ZZ
Expert 2			
Expert 3	…	…	
…			
Other expenses			
Expenditure 1	XX	YY	ZZ
Expenditure 2			
…			
TOTAL, GENERAL - All taxes included			**TT**

- A summary of the total fixed-price cost for each product/deliverable, as detailed below.

Summary of the fixed price proposal per product		
Product	**Type**	**Fixed price quantity per product**
P1	Fixed price amount	10% of the total value of the fixed-price financial proposal.

P2	Fixed price amount	15 % of the total value of the fixed-price finance proposal.
P3	Fixed price amount	15 % of the total value of the fixed-price finance proposal.
P4	Fixed price amount	20% of the total value of the fixed-price financial proposal.
P5	Fixed price amount	20% of the total value of the fixed-price financial proposal.
P6	Fixed price amount	20% of the total value of the fixed-price financial proposal.

2) Unit price per variable downloadable material

The unit price for variable downloadable materials will apply only to downloadable content or ancillary materials exceeding previously established quantities, in accordance with the detailed specifications provided below**.**

Item X of the purchase order expense categories	**Unit Prices $ excl. VAT**
Video: Short learning capsule (2-3 min): A brief reinforcement or motivation snippet focused on a specific concept within the implementation block.	
Explanatory video tutorial: A longer format video that explains a procedure or strategy step by step.	
Video: Teacher's experience: A real-life testimony or case study demonstrating the implementation of the module content.	
Infographic: Quick strategy: A visual summary of a technique or action that can be applied immediately in the classroom or in the context of management.	
Infographic: Emotional protocol: a structured sequence of steps to manage a specific emotional situation	
Infographic: Pedagogical advice: A brief and specific recommendation that highlights good teaching practice or leadership.	
Other: Any additional subtype not mentioned above must be specified in the Technical Annex before development.	

********* Without prejudice to the permitted variability, the Parties agree on a maximum amount of USD 9,000 for the part managed through purchase orders.**

3) Total amount of the offer (without VAT):

The total amount of the bid must include the sum of the fixed price lump sum and the maximum amount for the managed portion per purchase order.