

## TECHNICAL COOPERATION (TC) DOCUMENT

### I. Basic Information for TC

▪ Country/Region:	El Salvador
▪ TC Name:	Promoting a culture of integration and equal opportunities for youth living in poverty
▪ TC Number:	ES-T1260
▪ Team Leader/Members:	Sandro Parodi (SCL/EDU), team leader; Patricio Crausaz (VPC/FMP); Monica Centeno (LEG/SGO), Rafael Contreras (SCL/EDU); Aminta Gutierrez (SCL/CHO), Jose Takayoshi Yamagiwa (INE/TSP); Marco Aleman (VPC/FMP).
▪ Taxonomy:	Client Support
▪ Date of TC Abstract authorization:	November 15 <sup>th</sup> 2017
▪ Beneficiary:	El Salvador
▪ Executing Agency:	<i>Fundación Fútbol por Siempre</i>
▪ Donors providing funding:	Japan Special Fund Poverty Reduction Program (JPO).
▪ IDB Funding Requested:	US\$750,000
▪ Local counterpart funding, if any:	US\$ 2,308,924 (in cash)
▪ Disbursement period:	36 months
▪ Required start date:	01/01/2018
▪ Types of consultants:	Firms and individuals
▪ Prepared by Unit:	SCL/EDU
▪ Unit of Disbursement Responsibility:	COF/CES
▪ TC included in Country Strategy:	Yes
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality

### II. Objectives and Justification of the TC

- 2.1 Household surveys show that although 3 out of 4 Salvadorian adolescents enroll in upper secondary education, only 2 out of those 3 will finish it. Furthermore, only one out those 2 finishing upper secondary will enroll in higher education. As these Salvadorians halt their educational process, their entrance into the labor force becomes more difficult. One of the most extreme outcomes of this dynamic is being tagged as a NINI, which means a youth that neither studies nor works. El Salvador has one of the highest NINI rates in Latin America (more than 25%, according to Hoyos et al. (2016).
- 2.2 The interruption of the educational process depends on supply and demand factors. The former comprises limited access to secondary education, school curriculum inadequacy to labor market demands, and a low-quality education, among others.<sup>1</sup>

<sup>1</sup> BID (2017). *Promoviendo Educación de Calidad con Equidad en los países de CID*.

Demand factors encompass high opportunity costs to continue upper secondary studies, inaccurate perceptions about returns to education, lack of opportunities to high quality post-secondary public education, incomplete markets for higher education student loans, and the presence of gang's violence.<sup>2</sup>

- 2.3 For a youth living in poverty conditions, all these factors generate a vicious circle of high secondary school dropout, truncated human capital accumulation, low labor market participation, and low paid or informal jobs. Worse still, facing this life prospect, they are more likely to engage in risky behaviors, such as teen pregnancy and local gang affiliation. In other words, they quit the education system early because they lack equal opportunities to escape poverty through education. Thus, intergenerational transmission of poverty remains intact and the promise of education to effectively promote social mobility falls short. Among 17 Latin American countries, El Salvador ranks last on the 2014 Human Opportunity Index in terms of equality of opportunity in education.<sup>3</sup>
- 2.4 To break with the vicious circle, interventions should be comprehensive. They must start early, before students drop out the education system; they must be long term, to provide continuous and personalized support so that students can commit to accumulate human capital until they successfully enter the labor market. The final goal is to equip them with the necessary skills for a knowledge economy and thus increase their chances to obtain highly paid and formal jobs. Finishing secondary education is not enough anymore. A comprehensive intervention implies addressing existing learning gaps in upper secondary, developing key socioemotional skills demanded by the private sector, familiarizing students with options and role models beyond their school and community so that they reinforce their long-term commitment to invest in education, building elements to deal with violence, and finally, providing post-secondary scholarships and professional opportunities through internships with the private sector. These types of comprehensive interventions have proved to be effective in the case of Peru and Medellín, Colombia.<sup>4</sup>
- 2.5 Fundación Fútbol por Siempre in El Salvador has developed an innovative intervention that fills the void in poor communities. The model has two main components. The first one, called Formative Process, intervenes during the last two years of upper secondary education through several activities aimed to provide youth with an alternative life project that motivates them to continue the accumulation of advanced skills for a better labor market insertion and highly paid jobs. Social integration is fostered by the fact that 13 partner universities are responsible for implementing the component in participating schools. With these interactions, students not only benefit from a better education, they also get confirmation about the existence of a window of opportunity to escape poverty, if they stick with education. Anecdotal evidence from Fundación Fútbol por Siempre shows a significant school dropout rate reduction in the

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<sup>2</sup> BID: education sector framework (2016), Sabates et al (2010), Jensen (2010), Barr (2001)

<sup>3</sup> LAC Equity Lab tabulations of SEDLAC, the World Bank (2016).

<sup>4</sup> See, for reference, [http://www.pronabec.gob.pe/2017\\_Beca18.php](http://www.pronabec.gob.pe/2017_Beca18.php) and [www.ankay.org](http://www.ankay.org). Beca 18 for example, not only covers tuition expenses. The scholarship finances academic reinforcement, tutoring, study materials, English classes, title certification, living expenses, transport costs and health insurance. An impact evaluation showed that, compared to a control group, Beca 18 beneficiaries have better academic performance, are more likely to continue and complete their studies, are less likely to access low-qualified jobs, and report better life satisfaction. See [study](#).

intervened schools. In the Instituto Nacional de Soyapango, the upper secondary school dropout rate fell from 13.8% to 3.2% after a two-year intervention by Fundación Fútbol por Siempre.

- 2.6 The second component provides a second key step on the ladder of equal opportunity. Graduates from secondary school, and former participants of the Formative Process, get a full university or technical education scholarship conditioned on being admitted.<sup>5</sup> University studies take from five to six years depending on the chosen field, while technical trainings take one year. The second option is focused on highly demanded areas by the private sector such as English, plastic molding, air conditioning repair, among others. In addition to continuous support throughout their studies, Fundación Fútbol por Siempre has signed strategic partnerships with 16 private companies to provide beneficiaries with internship opportunities. Each student can have the opportunity to practice for 4 months during their last year of studies.
- 2.7 Fundación Fútbol por Siempre has successfully piloted its intervention. To date, 930 students have successfully completed the Formative Process and graduated from upper secondary. A total of 810 were accepted into Universities and the rest will pursue the technical track. Only 10% of students have failed a specific course in the university, which is a surprising result given students background of low quality education and difficult socioeconomic conditions. Currently, Fundación Fútbol por Siempre is seeking technical assistance from the IDB to increase the number of beneficiaries and strengthen its organization to scale its impact.
- 2.8 **Strategic Alignment.** This operation is consistent with the Update of the Institutional Strategy (UIS) 2016-2019 (AB-3008) and is aligned with the development challenge of social inclusion and equality by promoting inclusion among high school attendants. It is also aligned with the Education and Early Childhood Development Sector Framework Document (GN-2708-5) as it focuses on guaranteeing an improved transition from school into the workplace (dimension 5). It is also consistent with the IDB's Strategy for a Social Policy Favorable to Equality and Productivity (GN 2588-4) in terms of promoting equity and productivity. Furthermore, the TC is aligned with the Bank's Strategy with El Salvador 2015-2019 (GN-2828), as it aims to improve the human capital of the country. The Bank's intervention will help Fundación Fútbol por Siempre to scale up the number of beneficiaries and strengthen its organization. Beneficiaries are youth living in poor communities with a high prevalence of gang violence.<sup>6</sup> For the formative process eligible beneficiaries are students enrolled in the last two years of high school. For post-secondary education, eligible beneficiaries are students that have completed the formative process and were accepted to pursue studies in a university or technical institute.
- 2.9 The purpose of this technical cooperation is to promote equal opportunities and social integration for young people living in poverty through a comprehensive intervention that fosters educational and employment opportunities.

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<sup>5</sup> The Test of Learning and Skills for High School Graduates (PAES) is a graduation requirement that is equivalent to 25% of your final grade of high school. The test result is part of the Universities admission process, however, is not enough. Each university run own test for the admission process.

<sup>6</sup> [Community poverty rates on intervened areas.](#)

### III. Description of Activities/Components and Budget

- 3.1 In line with its objectives, this operation consists of three components:
- 3.2 **Component 1. Formative Process in upper secondary (US\$1,089,400).** The objective is to reduce the student dropout rate in upper secondary school and provide students with a life project to escape poverty through education. This component will finance a comprehensive set of activities that includes: (i) academic reinforcement tutoring to foster human capital accumulation; (ii) training for digital technology literacy; (iii) visits to universities and private companies to reinforce commitment to studies; (iv) sports activities to foster teamwork skills, promote health, and lower stress levels; and (v) motivational workshops to develop grit and perseverance. These activities are implemented by partner universities. Academic reinforcement will be carried out by university students coming from the same communities and who are currently benefiting from Fundación Fútbol por Siempre post-secondary scholarships. They play a key role model for younger kids. This component will benefit 60,000 students throughout the duration of the project.
- 3.3 **Component 2. Equal opportunities for post-secondary education and labor market insertion (US\$1,780,524).** The objective is to foster post-secondary education for students that successfully complete the Formative Process and to improve their chances of getting into the labor market with formal and highly paid jobs. The component will finance the following: (i) one-year technical formation courses on highly demanded skills; (iii) academic support throughout university studies; (iv) socioemotional skills workshops; and (v) transportation and per-diem costs for beneficiaries participating in visits and internships at private companies. This component will benefit 3,228 students throughout the duration of the project.
- 3.4 **Component 3. Institutional Strengthening (US\$156,000).** The objective is to strengthen Fundación Fútbol por Siempre so that it can successfully scale-up operations and increase its impact on equal opportunities and social integration in El Salvador. The component will finance the following activities: (i) an institutional redesign which includes a new organizational chart, and an operations and functions manual; (ii) preparation of a development and fundraising strategy that incorporates the latest and most innovative fundraising ideas; (iii) technical assistance to continuously improve the intervention and to help implement the fundraising strategy; and (iv) a program coordinator to monitor implementation and systematize the experience. This component is key to guarantee the sustainability of the initiative.
- 3.5 **Budget.** The total cost of this TC is US\$3,058,924 of which US\$750,000 will be financed by the Japan Special Fund Poverty Reduction Program (JPO) and US\$2,308,924 is local counterpart funding (in cash). Table 1 below provides a detailed budget.

**Table 1. Indicative Budget (in US\$)**

Component and Activities	Description	IDB/JPO Funding	Counterpart Funding	Total Funding
<b>Component 1: Formative process in upper secondary</b>		<b>519,200</b>	<b>570,200</b>	<b>1,089,400</b>
Academic reinforcement	Consultancy	500,000	500,000	1,000,000
Formative process coordinators	Consultancy	19,200	38,400	57,600
Transportation and snacks	Travel and per diem	0	28,800	28,800
Sport supplies	Goods	0	3,000	3,000
<b>Component 2. Equal opportunities for post-secondary education and labor market insertion</b>		<b>85,824</b>	<b>1,694,700</b>	<b>1,780,524</b>
University Services	Services	0	1,694,700	1,694,700
Job training	Travel and per diem	25,824	0	25,824
Demand oriented technical formation	Services	60,000	0	60,000
<b>Component 3. Institutional strengthening</b>		<b>135,976</b>	<b>20,024</b>	<b>156,000</b>
Institutional redesign	Consultancy	8,000	2,000	10,000
Development and fundraising plan	Consultancy	20,000	0	20,000
Program coordinator (monitoring and systematization)	Consultancy	69,176	2,824	72,000
Technical expert (implementation plan)	Consultancy	38,800	15,200	54,000
<b>Administration</b>		<b>9,000</b>	<b>24,000</b>	<b>33,000</b>
Financial Audit	Firm	9,000	0	9,000
Other costs (rent and basic services)	Services	0	24,000	24,000
<b>Total cost</b>		<b>750,000</b>	<b>2,308,924</b>	<b>3,058,924</b>

#### **IV. Executing Agency and Execution Structure**

- 4.1 The executing agency is Fundación Fútbol por Siempre, a nonprofit based in El Salvador. The institution has been operating in the country over the last 13 years with the mission of fostering social integration, so that Salvadorians from all levels of society can effectively contribute to the educational, social, and cultural transformation of their country. Fundación Fútbol por Siempre manages its financial resources through a trust fund, to increase transparency. The financial vehicle has been set in Banco Agrícola, one of the two largest financial institutions in the country. This TC will take advantage of this institutional setting, coordinating technical issues and implementation with the Fundación Fútbol por Siempre team and making payments through the trust fund.
- 4.2 The execution period of this TC is 36 months. The procurement of works and goods and the contracting of consulting services under the TC will be carried out according to the Bank's policies and procedures set forth in documents GN-2349-9 and GN-2350-9, respectively.

- 4.3 The Executing agency will deliver, every six months, a monitoring report with financial and physical execution progress. The financial execution will contain information from the trust fund, specifying source of financing and clearly identifying IDB/JPO's funds.

## **V. Major issues**

- 5.1 **Student dropout.** There is a moderate risk that several students might drop out of the program because of academic failure. To mitigate this risk, Fundación Fútbol por Siempre will closely follow student performance and provide early academic and motivational support to vulnerable students.
- 5.2 **Financial restrictions.** Fundación Fútbol por Siempre has set high beneficiary targets to scale up its impact, and there is a risk that a lack of financial resources becomes a bottleneck. To mitigate this risk, Fundación Fútbol por Siempre will strengthen its organizational capabilities, develop a strong fundraising plan, and will also consider piloting a student loans scheme tailored to students' socioeconomic conditions.

## **VI. Exceptions to Bank Policy**

- 6.1 None.

## **VII. Environmental and Social Strategy**

- 7.1 The TC is not anticipated to have direct environmental or social impacts and has been classified as "C" according to the Safeguard Classification tool (see [Safeguard Policy Filter Report](#) and [Safeguard Screening Form](#)).

### **Required Annexes:**

- Annex I: [Request from the client](#)
- Annex II: [Results Matrix](#)
- Annex III: [Terms of Reference](#)
- Annex IV: [Procurement Plan](#)





## Results Matrix

### Outcomes

<b>Outcome:</b> 1 Poor youth increased likelihood entering the formal labor market						
Indicators	Flags*	Unit of Measure	Baseline	Baseline Year	Means of verification	EOP
1.1 Youth with formal employment, six months after graduation		Percentage	30.00	2017	Report from Fundación Futbol por Siempre (executing agency)	P 80.00
						P(a) 80.00
						A
1.2 Youth enrolled in post-secondary studies ( technical or University) during first year upon graduation		Percentage	1.00	2017	Report from Fundación Futbol por Siempre (executing agency)	P 35.00
						P(a) 35.00
						A

RF - Contribution

### Outputs: Annual Physical and Financial Progress

Formative process in upper secondary						Physical Progress				Financial Progress								
Outputs	Output Description	Unit of Measure	Baseline	Baseline Year	Means of verification	2018	2019	2020	EOP	2018	2019	2020	EOP	Theme	Fund	Flags		
1.1 Students completed the Formative Process		Individuals	0	2017	Report from Universities delivering the formative process	P	30000	30000	60000	P	529800	529800	29800	1089400	Education	TBD		
						P(a)	30000	30000	60000	P(a)	529800	529800	29800	1089400				
						A				A								
2 Equal opportunities for post-secondary education and labor market insertion						Physical Progress				Financial Progress								
Outputs	Output Description	Unit of Measure	Baseline	Baseline Year	Means of verification	2018	2019	2020	EOP	2018	2019	2020	EOP	Theme	Fund	Flags		
2.1 Individuals Trained	Student completed University's academic year	Individuals (#)	0	2017	Report from Banco Agrícola Fidecomiso containing number of students enrolled and financial receipts to back up	P	728	1000	1500	3228	P	382200	525000	787500	1694700	Social Development	TBD	
						P(a)	728	1000	1500	3228	P(a)	382200	525000	787500	1694700			
						A				A								
2.2 Student participated in at least one internship experience		Individuals (#)	0	2017	Report from Fundacion Futbol por Siempre with supporting eviden of internship training	P	0	700	1125	1825	P	5824	8000	12000	25824	Education	TBD	
						P(a)	0	700	1125	1825	P(a)	5824	8000	12000	25824			
						A				A								
2.3 Individuals Trained	Student completed technical formation	Individuals (#)	0	2017	Report from Banco Agrícola Fidecomiso containing number of students enrolled and financial receipts to back up	P	0	100	200	300	P	0	20000	40000	60000	Social Development	TBD	
						P(a)		100	200	300	P(a)	0	20000	40000	60000			
						A				A								
3 Institutional strengthening						Physical Progress				Financial Progress								
Outputs	Output Description	Unit of Measure	Baseline	Baseline Year	Means of verification	2018	2019	2020	EOP	2018	2019	2020	EOP	Theme	Fund	Flags		
3.1 Institutional development plan designed	Institutional Redesign proposed	Plans (#)	0	2017	Final Report approved by Fundación Futbol por Siempre	P	1	0	0	1	P	30000	0	0	30000	Social Development	TBD	
						P(a)	1	0	0	1	P(a)	30000	0	0	30000			
						A				A								
3.2 Action plans designed	Development and fundraising action plan completed	Action Plans (#)	0	2017	Final report approved by Fundación Futbol por Siempre	P	1	0	0	1	P	42000	42000	42000	126000	Social Development	TBD	
						P(a)	1	0	0	1	P(a)	42000	42000	42000	126000			
						A				A								

### Other Cost

financial audit and other services

### Total Cost

	2018	2019	2020	Cost
P	\$11,000.00	\$11,000.00	\$11,000.00	\$33,000.00
P(a)	\$11,000.00	\$11,000.00	\$11,000.00	\$33,000.00
A				

	2018	2019	2020	Total Cost
P	\$1,000,824.00	\$1,135,800.00	\$922,300.00	\$3,058,924.00
P(a)	\$1,000,824.00	\$1,135,800.00	\$922,300.00	\$3,058,924.00
A				

CRF Indicator

Standard Output Indicator

CONFIDENTIAL

<sup>1</sup> The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.



## **ANNEX A**

### **El Salvador**

#### **Consultancy for the formulation of a development and fundraising plan for the Salvadorian non-profit organization Fundación Fútbol por Siempre [ES-T1260]**

### **TERMS OF REFERENCE**

#### **Background**

Results from recent household surveys show that although 3 out of 4 Salvadorian adolescents enroll in upper secondary education, only 2 out of those 3 will finish it. Furthermore, only one out of those 2 finishing upper secondary will enroll in higher education. As these Salvadorians halt their educational process, their entrance into the labor force becomes more difficult. One of the most extreme outcomes of this dynamic is being tagged as a NINI, which means a youth that neither studies nor works. El Salvador has one of the highest NINI rates in Latin America (more than 25%, according to Hoyos et al. (2016)).

The interruption of the educational process depends on supply and demand factors. The former comprises limited access to secondary education, school curriculum inadequacy to labor market demands, a low-quality education, among others.<sup>1</sup> Demand factors encompass high opportunity costs to continue upper secondary studies, inaccurate perceptions about returns to education, lack of opportunities to high quality post-secondary public education, incomplete markets for higher education student loans, and the presence of gang's violence.<sup>2</sup>

For a youth living in poverty conditions, all these factors generate a vicious circle of high secondary school dropout, truncated human capital accumulation, low labor market participation, and low paid or informal jobs. Worse still, facing this life prospect, they are more likely to engage in risky behaviors, such as teen pregnancy and local gang affiliation. In other words, they quit the education system early because they lack equal opportunities to escape poverty through education. Thus, intergenerational transmission of poverty remains intact and the promise of education to effectively promote social mobility falls short. Among 17 Latin American countries, El Salvador ranks last on the 2014 Human Opportunity Index in terms of equality of opportunity in education.<sup>3</sup>

To break with the vicious circle, interventions should be comprehensive. They must start early, before students drop out the education system; they must be long term, to provide continuous and personalized support so that students can commit to accumulate human capital until they successfully enter the labor market. The final goal is to equip them with the necessary skills for a knowledge economy and thus increase their chances to obtain highly paid and formal jobs. Finishing secondary education is not enough anymore. A comprehensive intervention implies addressing existing learning gaps in upper secondary, developing key socioemotional skills demanded by the private sector, familiarizing students with options and role models beyond their school and community so that they reinforce their long-term commitment to invest in education, building elements to deal with violence, and finally, providing post-secondary scholarships and professional opportunities through internships with the private sector. These types of

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<sup>1</sup> BID (2017). Promoviendo Educación de Calidad con Equidad en los países de CID.

<sup>2</sup> BID: education sector framework (2016), Sabates et al (2010), Jensen (2010), Barr (2001)

<sup>3</sup> LAC Equity Lab tabulations of SEDLAC, the World Bank (2016).

comprehensive interventions have proved to be effective in the case of Peru and Medellin, Colombia.<sup>4</sup>

Fundación Fútbol por Siempre in El Salvador has developed an innovative intervention that fills the void in poor communities. The model has two main components. The first one, called Formative Process, intervenes during the last two years of upper secondary education through several activities aimed to provide youth with an alternative life project that motivates them to continue the accumulation of advanced skills for a better labor market insertion and highly paid jobs. Social integration is fostered by the fact that 13 partner universities are responsible for implementing the component in participating schools. With these interactions, students not only benefit from a better education, they also get confirmation about the existence of a window of opportunity to escape poverty, if they stick with education. Anecdotal evidence from Fundación Fútbol por Siempre shows a significant school dropout rate reduction in the intervened schools. In the Instituto Nacional de Soyapango, the upper secondary school dropout rate fell from 13.8% to 3.2% after a two-year intervention by Fundación Fútbol por Siempre.

The second component provides a second key step on the ladder of equal opportunity. Graduates from secondary school, and former participants of the Formative Process, get a full university or technical education scholarship conditioned on being admitted.<sup>5</sup> University studies take from 5 to 6 years depending on the chosen field, while technical trainings take one year. The second option is focused on highly demanded areas by the private sector such as English, plastic molding, air conditioning repair, among others. In addition to continuous support throughout their studies, Fundación Fútbol por Siempre has signed strategic partnerships with 16 private companies to provide beneficiaries with internship opportunities. Each student can have the opportunity to practice for 4 months during their last year of studies.

Fundación Fútbol por Siempre has successfully piloted its intervention. To date, 930 students have successfully completed the Formative Process and graduated from upper secondary. A total of 810 were accepted into Universities and the rest will pursue the technical track. Only 10% of students have failed a specific course in the university, which is a surprising result given student's background of low quality education and difficult socioeconomic conditions.

Through the technical cooperation "Promoting a culture of integration and equal opportunities for youth living in poverty" (ES-T1260), the IDB will be providing technical assistance to Fundación Fútbol por Siempre to increase the number of beneficiaries and strengthen its organization in order to scale its impact. The overall purpose of the technical cooperation is to promote equal opportunities and social integration for young people living in poverty through a comprehensive intervention that fosters educational and employment opportunities.

In order to successfully scale-up operations and increase its impact on equal opportunities and social integration in El Salvador, Fundación Fútbol por Siempre requires consultancy services for the elaboration of a development and fundraising strategy that incorporates the latest and most innovative fundraising ideas.

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<sup>4</sup> See for reference [http://www.pronabec.gob.pe/2017\\_Beca18.php](http://www.pronabec.gob.pe/2017_Beca18.php) and [www.ankay.org](http://www.ankay.org)

<sup>5</sup> The Test of Learning and Skills for High School Graduates (PAES) is a graduation requirement that is equivalent to 25% of your final grade of high school. The test result is part of the Universities admission process, however, is not enough. Each university run own test for the admission process.

## Consultancy objective(s)

The objective of the consultancy is to elaborate a development and fundraising strategy that incorporates the latest and most innovative fundraising ideas.

## Main activities

The chosen candidate must:

- Review institutional documentation to understand Fundación Fútbol por Siempre's vision, mission, scope and interventions.
- Map experiences and good practice at the international level of fundraising and development strategies to scale-up nonprofit organizations.
- Identify the current strategy used by Fundación Fútbol por Siempre for fundraising and assess its effectiveness.
- Work closely with the planning area to estimate funding needs in the short- and medium-term.
- Interview key representatives of at least 10 mayor Latin-American and American corporations and multilateral organizations<sup>6</sup> to:
  - Document decisive aspects that these organizations take into account when committing with a non-profit project/initiative.
  - Identify requirements for a nonprofit/initiative to be eligible to receive funding.
  - Inquire into innovative aspects aside from the traditional approach that these corporations would be interested in.
- Draw up a set of high quality alternative proposals for engaging donors to fund the organization.
- Design and implement a small-scale pilot for the strategies proposed and document the added value of implementing them in terms of funds, timing and conditions. Estimate the short- and medium-term incoming funds under each strategy.
- Discuss with Fundación Fútbol por Siempre and the IDB the fundraising proposals.
- List potential local and global funding sources, their target sectors and their funds availability.
- Define recommendations for developing and maintaining partnerships with donors.
- Based on the previous activities, formulate a comprehensive development and fundraising plan aiming to improve the fundraising effectiveness and sustainability in the context of coverage expansion.

## Reports/Deliverables

1. **Product 1:** Work plan and schedule.
2. **Product 2:** Draft of Fundación Fútbol por Siempre's development and fundraising plan, including:
  - a. Documentation of the potential donors interview;
  - b. Assessment of the preliminary set of fundraising proposals;
  - c. List of potential local and global funding sources; and
  - d. Recommendations for developing and maintaining funding partnership.
3. **Product 3:** Final document of Fundación Fútbol por Siempre's development and fundraising plan incorporating and reviews and comments from both the IDB and Fundación Fútbol por Siempre.

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<sup>6</sup> Including at least three non-Salvadorian private corporations and two multilateral organizations.

### Payment schedule

Deliverable	% of payment
Product #1	10%
Product #2	40%
Product #3	50%

### Qualifications

- *Academic Degree & Years of Professional Experience:* An advanced degree (at least Master's or equivalent) in Finance, Administration, Economics, Policy Development or related field with a minimum of 5 years of strategic development experience. Knowledge of fundraising cycles, proposal formats and application procedures. Demonstrated success in preparing proposals and grant applications that have been approved for funding.
- *Languages:* Oral and written professional proficiency in English and Spanish required.
- *Areas of Expertise:* Fundraising, resource mobilization and partnership building. Good understanding of both local and global funders, bilateral and multi-lateral donors and funds.
- *Skills (preferable):* Effective ability to write clearly and concisely. Excellent communication skills. Ability to work independently.

### Characteristics of the Consultancy

- *Consultancy category and modality:* Products and External Services Consultant (PEC), Lump Sum.
- *Contract duration:* 8 months.
- *Place(s) of work:* External services.
- *Responsible person:* Education Senior Specialist.

## **ANNEX A**

### **El Salvador**

#### **Consultancy for the coordination of the Formative Process of the Salvadorian non-profit organization Fundación Fútbol por Siempre [ES-T1260]**

### **TERMS OF REFERENCE**

#### **Background**

Results from recent household surveys show that although 3 out of 4 Salvadorian adolescents enroll in upper secondary education, only 2 out of those 3 will finish it. Furthermore, only one out of those 2 finishing upper secondary will enroll in higher education. As these Salvadorians halt their educational process, their entrance into the labor force becomes more difficult. One of the most extreme outcomes of this dynamic is being tagged as a NINI, which means a youth that neither studies nor works. El Salvador has one of the highest NINI rates in Latin America (more than 25%, according to Hoyos et al. (2016)).

The interruption of the educational process depends on supply and demand factors. The former comprises limited access to secondary education, school curriculum inadequacy to labor market demands, a low-quality education, among others.<sup>7</sup> Demand factors encompass high opportunity costs to continue upper secondary studies, inaccurate perceptions about returns to education, lack of opportunities to high quality post-secondary public education, incomplete markets for higher education student loans, and the presence of gang's violence.<sup>8</sup>

For a youth living in poverty conditions, all these factors generate a vicious circle of high secondary school dropout, truncated human capital accumulation, low labor market participation, and low paid or informal jobs. Worse still, facing this life prospect, they are more likely to engage in risky behaviors, such as teen pregnancy and local gang affiliation. In other words, they quit the education system early because they lack equal opportunities to escape poverty through education. Thus, intergenerational transmission of poverty remains intact and the promise of education to effectively promote social mobility falls short. Among 17 Latin American countries, El Salvador ranks last on the 2014 Human Opportunity Index in terms of equality of opportunity in education.<sup>9</sup>

To break with the vicious circle, interventions should be comprehensive. They must start early, before students drop out the education system; they must be long term, to provide continuous and personalized support so that students can commit to accumulate human capital until they successfully enter the labor market. The final goal is to equip them with the necessary skills for a knowledge economy and thus increase their chances to obtain highly paid and formal jobs. Finishing secondary education is not enough anymore. A comprehensive intervention implies addressing existing learning gaps in upper secondary, developing key socioemotional skills demanded by the private sector, familiarizing students with options and role models beyond their school and community so that they reinforce their long-term commitment to invest in education, building elements to deal with violence, and finally, providing post-secondary scholarships and

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<sup>7</sup> BID (2017). Promoviendo Educación de Calidad con Equidad en los países de CID.

<sup>8</sup> BID: education sector framework (2016), Sabates et al (2010), Jensen (2010), Barr (2001)

<sup>9</sup> LAC Equity Lab tabulations of SEDLAC, the World Bank (2016).

professional opportunities through internships with the private sector. These types of comprehensive interventions have proved to be effective in the case of Peru and Medellin, Colombia.<sup>10</sup>

Fundación Fútbol por Siempre in El Salvador has developed an innovative intervention that fills the void in poor communities. The model has two main components. The first one, called Formative Process, intervenes during the last two years of upper secondary education through several activities aimed to provide youth with an alternative life project that motivates them to continue the accumulation of advanced skills for a better labor market insertion and highly paid jobs. Social integration is fostered by the fact that 13 partner universities are responsible for implementing the component in participating schools. With these interactions, students not only benefit from a better education, they also get confirmation about the existence of a window of opportunity to escape poverty, if they stick with education. Anecdotal evidence from Fundación Fútbol por Siempre shows a significant school dropout rate reduction in the intervened schools. In the Instituto Nacional de Soyapango, the upper secondary school dropout rate fell from 13.8% to 3.2% after a two-year intervention by Fundación Fútbol por Siempre.

The second component provides a second key step on the ladder of equal opportunity. Graduates from secondary school, and former participants of the Formative Process, get a full university or technical education scholarship conditioned on being admitted.<sup>11</sup> University studies take from 5 to 6 years depending on the chosen field, while technical trainings take one year. The second option is focused on highly demanded areas by the private sector such as English, plastic molding, air conditioning repair, among others. In addition to continuous support throughout their studies, Fundación Fútbol por Siempre has signed strategic partnerships with 16 private companies to provide beneficiaries with internship opportunities. Each student can have the opportunity to practice for 4 months during their last year of studies.

Fundación Fútbol por Siempre has successfully piloted its intervention. To date, 930 students have successfully completed the Formative Process and graduated from upper secondary. A total of 810 were accepted into Universities and the rest will pursue the technical track. Only 10% of students have failed a specific course in the university, which is a surprising result given student's background of low quality education and difficult socioeconomic conditions.

Through the technical cooperation "Promoting a culture of integration and equal opportunities for youth living in poverty" (ES-T1260), the IDB will be providing technical assistance to Fundación Fútbol por Siempre to increase the number of beneficiaries and strengthen its organization in order to scale its impact. The overall purpose of the technical cooperation is to promote equal opportunities and social integration for young people living in poverty through a comprehensive intervention that fosters educational and employment opportunities.

In order to reduce the student dropout rate in upper secondary school and provide students with a life project to escape poverty through education in El Salvador, Fundación Fútbol por Siempre requires a project coordinator for the Formative Process in upper secondary.

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<sup>10</sup> See for reference [http://www.pronabec.gob.pe/2017\\_Beca18.php](http://www.pronabec.gob.pe/2017_Beca18.php) and [www.ankay.org](http://www.ankay.org)

<sup>11</sup> The Test of Learning and Skills for High School Graduates (PAES) is a graduation requirement that is equivalent to 25% of your final grade of high school. The test result is part of the Universities admission process, however, is not enough. Each university run own test for the admission process.

## **Consultancy objective(s)**

The chosen consultant will be responsible for coordinating the Formative Process.

The activities of the Formative Process are implemented by partner universities. Academic reinforcement will be carried out by university students coming from the same communities and who are currently benefiting from Fundación Fútbol por Siempre post-secondary scholarships. The consultant must ensure that these activities are being implemented according to the project design and Fundación Fútbol por Siempre requirements.

## **Main activities**

The chosen candidate must:

- Review institutional documentation to understand Fundación Fútbol por Siempre's vision, mission, scope and interventions.
- Work closely with the project coordinator and the partner universities for the successful implementation of the Formative Process, especially regarding the:
  - Academic reinforcement tutoring to foster human capital accumulation;
  - Training for digital technology literacy;
  - Visits to universities and private companies to reinforce commitment to studies;
  - Sports activities to foster teamwork skills, promote health, and lower stress levels;
  - Motivational workshops to develop grit and perseverance.
- Define a simple but effective mechanism for the universities to report the progress of the 30,000 students that will be participating in the Formative Process throughout the duration of the project.
- Conduct focus groups with project's beneficiaries to inquire about their perceptions and options for maximizing the project's effectiveness.
- Conduct biannual brief interviews with the partner universities' representatives to inquire about their perceptions and options for maximizing the project's effectiveness.
- Serve as the main intermediary between Fundación Fútbol por Siempre and the partner universities.
- Ensure the compliance with the project design and Fundación Fútbol por Siempre requirements.

## **Reports/Deliverables**

The consultant will deliver quarterly progress reports of the activities previously described for the duration of the consultancy for a total of 12 reports. The reports should be submitted electronically. No report will be considered final without the supervisor's approval.

## **Payment schedule**

The consultant will receive quarterly payments conditioned to the approval of the quarterly reports throughout the consultancy. The consultancy budget will be distributed evenly for the 12 quarterly reports.

## **Qualifications**

- *Academic Degree & Years of Professional Experience:* An advanced degree (at least Master's or equivalent) in Finance, Administration, Economics, Policy Development or

related field with a minimum of 5 years of strategic development experience. Demonstrated experience in project management and monitoring.

- *Languages*: Oral and written professional proficiency in English and Spanish required.
- *Areas of Expertise*: Management, monitoring, education projects, and non-profit organizations.
- *Skills (preferable)*: Effective ability to write clearly and concisely. Excellent communication skills. Ability to work independently.

### **Characteristics of the Consultancy**

- *Consultancy category and modality*: Products and External Services Consultant (PEC), Lump Sum.
- *Contract duration*: 36 months.
- *Place(s) of work*: External services.
- *Responsible person*: Education Senior Specialist.



## **ANNEX A**

### **El Salvador**

#### **Consultancy for the Fundación Fútbol por Siempre's Institutional Redesign - ES-T1260**

### **TERMS OF REFERENCE**

#### **Background**

Results from recent household surveys show that although 3 out of 4 Salvadorian adolescents enroll in upper secondary education, only 2 out of those 3 will finish it. Furthermore, only one out of those 2 finishing upper secondary will enroll in higher education. As these Salvadorians halt their educational process, their entrance into the labor force becomes more difficult. One of the most extreme outcomes of this dynamic is being tagged as a NINI, which means a youth that neither studies nor works. El Salvador has one of the highest NINI rates in Latin America (more than 25%, according to Hoyos et al. (2016)).

The interruption of the educational process depends on supply and demand factors. The former comprises limited access to secondary education, school curriculum inadequacy to labor market demands, a low-quality education, among others.<sup>12</sup> Demand factors encompass high opportunity costs to continue upper secondary studies, inaccurate perceptions about returns to education, lack of opportunities to high quality post-secondary public education, incomplete markets for higher education student loans, and the presence of gang's violence.<sup>13</sup>

For a youth living in poverty conditions, all these factors generate a vicious circle of high secondary school dropout, truncated human capital accumulation, low labor market participation, and low paid or informal jobs. Worse still, facing this life prospect, they are more likely to engage in risky behaviors, such as teen pregnancy and local gang affiliation. In other words, they quit the education system early because they lack equal opportunities to escape poverty through education. Thus, intergenerational transmission of poverty remains intact and the promise of education to effectively promote social mobility falls short. Among 17 Latin American countries, El Salvador ranks last on the 2014 Human Opportunity Index in terms of equality of opportunity in education.<sup>14</sup>

To break with the vicious circle, interventions should be comprehensive. They must start early, before students drop out the education system; they must be long term, to provide continuous and personalized support so that students can commit to accumulate human capital until they successfully enter the labor market. The final goal is to equip them with the necessary skills for a knowledge economy and thus increase their chances to obtain highly paid and formal jobs. Finishing secondary education is not enough anymore. A comprehensive intervention implies addressing existing learning gaps in upper secondary, developing key socioemotional skills demanded by the private sector, familiarizing students with options and role models beyond their school and community so that they reinforce their long-term commitment to invest in education, building elements to deal with violence, and finally, providing post-secondary scholarships and professional opportunities through internships with the private sector. These types of

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<sup>12</sup> BID (2017). Promoviendo Educación de Calidad con Equidad en los países de CID.

<sup>13</sup> BID: education sector framework (2016), Sabates et al (2010), Jensen (2010), Barr (2001)

<sup>14</sup> LAC Equity Lab tabulations of SEDLAC, the World Bank (2016).

comprehensive interventions have proved to be effective in the case of Peru and Medellin, Colombia.<sup>15</sup>

Fundación Fútbol por Siempre in El Salvador has developed an innovative intervention that fills the void in poor communities. The model has two main components. The first one, called Formative Process, intervenes during the last two years of upper secondary education through several activities aimed to provide youth with an alternative life project that motivates them to continue the accumulation of advanced skills for a better labor market insertion and highly paid jobs. Social integration is fostered by the fact that 13 partner universities are responsible for implementing the component in participating schools. With these interactions, students not only benefit from a better education, they also get confirmation about the existence of a window of opportunity to escape poverty, if they stick with education. Anecdotal evidence from Fundación Fútbol por Siempre shows a significant school dropout rate reduction in the intervened schools. In the Instituto Nacional de Soyapango, the upper secondary school dropout rate fell from 13.8% to 3.2% after a two-year intervention by Fundación Fútbol por Siempre.

The second component provides a second key step on the ladder of equal opportunity. Graduates from secondary school, and former participants of the Formative Process, get a full university or technical education scholarship conditioned on being admitted.<sup>16</sup> University studies take from 5 to 6 years depending on the chosen field, while technical trainings take one year. The second option is focused on highly demanded areas by the private sector such as English, plastic molding, air conditioning repair, among others. In addition to continuous support throughout their studies, Fundación Fútbol por Siempre has signed strategic partnerships with 16 private companies to provide beneficiaries with internship opportunities. Each student can have the opportunity to practice for 4 months during their last year of studies.

Fundación Fútbol por Siempre has successfully piloted its intervention. To date, 930 students have successfully completed the Formative Process and graduated from upper secondary. A total of 810 were accepted into Universities and the rest will pursue the technical track. Only 10% of students have failed a specific course in the university, which is a surprising result given student's background of low quality education and difficult socioeconomic conditions.

Through the technical cooperation "Promoting a culture of integration and equal opportunities for youth living in poverty" (ES-T1260), the IDB will be providing technical assistance to Fundación Fútbol por Siempre to increase the number of beneficiaries and strengthen its organization in order to scale its impact. The overall purpose of the technical cooperation is to promote equal opportunities and social integration for young people living in poverty through a comprehensive intervention that fosters educational and employment opportunities.

In order to successfully scale-up operations and increase its impact on equal opportunities and social integration in El Salvador, Fundación Fútbol por Siempre requires consultancy services for its institutional redesign.

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<sup>15</sup> See for reference [http://www.pronabec.gob.pe/2017\\_Beca18.php](http://www.pronabec.gob.pe/2017_Beca18.php) and [www.ankay.org](http://www.ankay.org)

<sup>16</sup> The Test of Learning and Skills for High School Graduates (PAES) is a graduation requirement that is equivalent to 25% of your final grade of high school. The test result is part of the Universities admission process, however, is not enough. Each university run own test for the admission process.

## Consultancy objective(s)

The objective of the consultancy is to elaborate an institutional redesign package for Fundación Fútbol por Siempre. This must include an institutional design concept note, a new organizational chart, an operations and functions manual and a strategic plan.

## Main activities

The chosen candidate must:

- Review current and previous institutional documentation, especially regarding the institutional structure and functioning:
  - Institutional design concept notes;
  - Organizational charts;
  - Operations and functions manuals;
  - Strategic plans;
  - Other documents considered relevant.
- Map experiences and good practice at the international level regarding the organizational and architectural set-ups for big-scale-operation level nonprofit organizations.
- Identify and review the institutional organization under which Fundación Fútbol por Siempre is currently operating.
- Interview key staff members about the strengths and weaknesses of the current institutional structure, and bottle necks for taking into practice previous institutional designs, if any.
- Based on Fundación Fútbol por Siempre's operation process, assess whether the current structure fits the business needs and if there is any functional overlap or gap between different areas/departments.
- Discuss preliminary considerations regarding the institutional redesign with Fundación Fútbol por Siempre's key stakeholders.
- Elaborate a strategic plan stating the mission, vision, objectives, strategies and action plans for achieving the institution main purpose.
- Define a new organizational chart for the effective functioning of Fundación Fútbol por Siempre.
- Formulate the operations and functions manuals according to the new structure.
- Define a critical path for the transition to the new institutional design, defining financial and human resources needs, if any, as well as dates and responsibilities.

## Reports/Deliverables

4. **Product 1:** Work plan and schedule.
5. **Product 2:** Package draft of Fundación Fútbol por Siempre's institutional redesign, including:
  - a. Concept document;
  - b. Organizational chart;
  - c. Operations and functions manual; and
  - d. Critical path for the transition to the new institutional design.
6. **Product 3:** Final package of Fundación Fútbol por Siempre's institutional redesign incorporating and reviews and comments from both the IDB and Fundación Fútbol por Siempre.

### Payment schedule

Deliverable	% of payment
Product #1	10%
Product #2	40%
Product #3	50%

### Qualifications

- *Academic Degree & Years of Professional Experience:* An advanced degree (at least Master's or equivalent) in Finance, Economics, Administration, Industrial Engineering or related field with a minimum of 5 years of relevant professional experience.
- *Languages:* Oral and written professional proficiency in English and Spanish required.
- *Areas of Expertise:* Industrial organization, institutional assessments, process management, organizational development or related fields.
- *Skills (preferable):* Effective ability to write clearly and concisely. Excellent communication skills. Ability to work independently.

### Characteristics of the Consultancy

- *Consultancy category and modality:* Products and External Services Consultant (PEC), Lump Sum.
- *Contract duration:* 4 months.
- *Place(s) of work:* External services.
- *Responsible person:* Education Senior Specialist.

## **ANNEX A**

### **El Salvador**

#### **Consultancy for the project coordination and systematization of the Salvadorian non-profit organization Fundación Fútbol por Siempre [ES-T1260]**

### **TERMS OF REFERENCE**

#### **Background**

Established in 1959, the Inter-American Development Bank (“IDB” or “Bank”) is the main source of financing for economic, social, institutional development in Latin America and the Caribbean. It provides loans, grants, guarantees, policy advice, and technical assistance to the public and private sectors of its borrowing countries.

Results from recent household surveys show that although 3 out of 4 Salvadorian adolescents enroll in upper secondary education, only 2 out of those 3 will finish it. Furthermore, only one out of those 2 finishing upper secondary will enroll in higher education. As these Salvadorians halt their educational process, their entrance into the labor force becomes more difficult. One of the most extreme outcomes of this dynamic is being tagged as a NINI, which means a youth that neither studies nor works. El Salvador has one of the highest NINI rates in Latin America (more than 25%, according to Hoyos et al. (2016)).

The interruption of the educational process depends on supply and demand factors. The former comprises limited access to secondary education, school curriculum inadequacy to labor market demands, a low-quality education, among others.<sup>17</sup> Demand factors encompass high opportunity costs to continue upper secondary studies, inaccurate perceptions about returns to education, lack of opportunities to high quality post-secondary public education, incomplete markets for higher education student loans, and the presence of gang’s violence.<sup>18</sup>

For a youth living in poverty conditions, all these factors generate a vicious circle of high secondary school dropout, truncated human capital accumulation, low labor market participation, and low paid or informal jobs. Worse still, facing this life prospect, they are more likely to engage in risky behaviors, such as teen pregnancy and local gang affiliation. In other words, they quit the education system early because they lack equal opportunities to escape poverty through education. Thus, intergenerational transmission of poverty remains intact and the promise of education to effectively promote social mobility falls short. Among 17 Latin American countries, El Salvador ranks last on the 2014 Human Opportunity Index in terms of equality of opportunity in education.<sup>19</sup>

To break with the vicious circle, interventions should be comprehensive. They must start early, before students drop out the education system; they must be long term, to provide continuous and personalized support so that students can commit to accumulate human capital until they successfully enter the labor market. The final goal is to equip them with the necessary skills for a knowledge economy and thus increase their chances to obtain highly paid and formal jobs. Finishing secondary education is not enough anymore. A comprehensive intervention implies

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<sup>17</sup> BID (2017). Promoviendo Educación de Calidad con Equidad en los países de CID.

<sup>18</sup> BID: education sector framework (2016), Sabates et al (2010), Jensen (2010), Barr (2001)

<sup>19</sup> LAC Equity Lab tabulations of SEDLAC, the World Bank (2016).

addressing existing learning gaps in upper secondary, developing key socioemotional skills demanded by the private sector, familiarizing students with options and role models beyond their school and community so that they reinforce their long-term commitment to invest in education, building elements to deal with violence, and finally, providing post-secondary scholarships and professional opportunities through internships with the private sector. These types of comprehensive interventions have proved to be effective in the case of Peru and Medellín, Colombia.<sup>20</sup>

Fundación Fútbol por Siempre in El Salvador has developed an innovative intervention that fills the void in poor communities. The model has two main components. The first one, called Formative Process, intervenes during the last two years of upper secondary education through several activities aimed to provide youth with an alternative life project that motivates them to continue the accumulation of advanced skills for a better labor market insertion and highly paid jobs. Social integration is fostered by the fact that 13 partner universities are responsible for implementing the component in participating schools. With these interactions, students not only benefit from a better education, they also get confirmation about the existence of a window of opportunity to escape poverty, if they stick with education. Anecdotal evidence from Fundación Fútbol por Siempre shows a significant school dropout rate reduction in the intervened schools. In the Instituto Nacional de Soyapango, the upper secondary school dropout rate fell from 13.8% to 3.2% after a two-year intervention by Fundación Fútbol por Siempre.

The second component provides a second key step on the ladder of equal opportunity. Graduates from secondary school, and former participants of the Formative Process, get a full university or technical education scholarship conditioned on being admitted.<sup>21</sup> University studies take from 5 to 6 years depending on the chosen field, while technical trainings take one year. The second option is focused on highly demanded areas by the private sector such as English, plastic molding, air conditioning repair, among others. In addition to continuous support throughout their studies, Fundación Fútbol por Siempre has signed strategic partnerships with 16 private companies to provide beneficiaries with internship opportunities. Each student can have the opportunity to practice for 4 months during their last year of studies.

Fundación Fútbol por Siempre has successfully piloted its intervention. To date, 930 students have successfully completed the Formative Process and graduated from upper secondary. A total of 810 were accepted into Universities and the rest will pursue the technical track. Only 10% of students have failed a specific course in the university, which is a surprising result given student's background of low quality education and difficult socioeconomic conditions.

Through the technical cooperation “Promoting a culture of integration and equal opportunities for youth living in poverty” (ES-T1260), the IDB will be providing technical assistance to Fundación Fútbol por Siempre to increase the number of beneficiaries and strengthen its organization in order to scale its impact. The overall purpose of the technical cooperation is to promote equal opportunities and social integration for young people living in poverty through a comprehensive intervention that fosters educational and employment opportunities.

In order to successfully scale-up operations and increase its impact on equal opportunities and social integration in El Salvador, Fundación Fútbol por Siempre requires a project coordinator.

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<sup>20</sup> See for reference [http://www.pronabec.gob.pe/2017\\_Beca18.php](http://www.pronabec.gob.pe/2017_Beca18.php) and [www.ankay.org](http://www.ankay.org)

<sup>21</sup> The Test of Learning and Skills for High School Graduates (PAES) is a graduation requirement that is equivalent to 25% of your final grade of high school. The test result is part of the Universities admission process, however, is not enough. Each university run own test for the admission process.

### **Consultancy objective(s)**

The chosen consultant will be responsible for the project coordination. In particular, the consultant will monitor the project's activities and systematize the implementation.

### **Main activities**

The chosen candidate must:

- Review institutional documentation to understand Fundación Fútbol por Siempre's vision, mission, scope and interventions.
- Coordinate the implementation of the project's activities according to the schedule, budget and expected outcomes in close collaboration with Fundación Fútbol por Siempre's partners.
- Supervise Fundación Fútbol por Siempre's staff.
- Review and organize all the data that is being gathered by Fundación Fútbol por Siempre and, jointly with the project's authorities, define a set of indicators to measure the project's outcomes.
- Establish an accountability system for the project defining the report mechanisms, key audiences, timing, frequency and responsibilities.
- Update the project's execution plan and elaborate quarterly and yearly progress reports to be delivered to Fundación Fútbol por Siempre's stakeholders and the IDB.
- Ensure the compliance with the regulations and requirements of the project's funders.
- Identify lessons learned and improvement opportunities in the project management. Formulate recommendations on how to incorporate those lessons to the daily work.
- Elaborate a methodology for the project systematization.
- Formulate a document with the project systematization and lessons learned.

### **Reports/Deliverables**

The consultant will deliver quarterly progress reports of the activities previously described for the duration of the consultancy for a total of 12 reports. The reports should be submitted electronically. No report will be considered final without the supervisor's approval.

### **Payment schedule**

The consultant will receive quarterly payments conditioned to the approval of the quarterly reports throughout the consultancy. The consultancy budget will be distributed evenly for the 12 quarterly reports.

### **Qualifications**

- *Academic Degree & Years of Professional Experience:* An advanced degree (at least Master's or equivalent) in Finance, Administration, Economics, Policy Development or related field with a minimum of 10 years of strategic development experience. Demonstrated experience in project management and monitoring.
- *Languages:* Oral and written professional proficiency in English and Spanish required.
- *Areas of Expertise:* Management, monitoring, projects systematization, education projects, and non-profit organizations.

- *Skills (preferable)*: Effective ability to write clearly and concisely. Excellent communication skills. Ability to work independently.

### **Characteristics of the Consultancy**

- *Consultancy category and modality*: Products and External Services Consultant (PEC), Lump Sum.
- *Contract duration*: 12 months.
- *Place(s) of work*: External services.
- *Responsible person*: Education Senior Specialist.



## **ANNEX A**

### **El Salvador**

**Consultancy for the provision of technical assistance to continuously improve the intervention and to help implement the fundraising strategy of the Salvadorian non-profit organization Fundación Fútbol por Siempre [ES-T1260]**

## **TERMS OF REFERENCE**

### **Background**

Established in 1959, the Inter-American Development Bank (“IDB” or “Bank”) is the main source of financing for economic, social, institutional development in Latin America and the Caribbean. It provides loans, grants, guarantees, policy advice, and technical assistance to the public and private sectors of its borrowing countries.

Results from recent household surveys show that although 3 out of 4 Salvadorian adolescents enroll in upper secondary education, only 2 out of those 3 will finish it. Furthermore, only one out of those 2 finishing upper secondary will enroll in higher education. As these Salvadorians halt their educational process, their entrance into the labor force becomes more difficult. One of the most extreme outcomes of this dynamic is being tagged as a NINI, which means a youth that neither studies nor works. El Salvador has one of the highest NINI rates in Latin America (more than 25%, according to Hoyos et al. (2016)).

The interruption of the educational process depends on supply and demand factors. The former comprises limited access to secondary education, school curriculum inadequacy to labor market demands, a low-quality education, among others.<sup>22</sup> Demand factors encompass high opportunity costs to continue upper secondary studies, inaccurate perceptions about returns to education, lack of opportunities to high quality post-secondary public education, incomplete markets for higher education student loans, and the presence of gang's violence.<sup>23</sup>

For a youth living in poverty conditions, all these factors generate a vicious circle of high secondary school dropout, truncated human capital accumulation, low labor market participation, and low paid or informal jobs. Worse still, facing this life prospect, they are more likely to engage in risky behaviors, such as teen pregnancy and local gang affiliation. In other words, they quit the education system early because they lack equal opportunities to escape poverty through education. Thus, intergenerational transmission of poverty remains intact and the promise of education to effectively promote social mobility falls short. Among 17 Latin American countries, El Salvador ranks last on the 2014 Human Opportunity Index in terms of equality of opportunity in education.<sup>24</sup>

To break with the vicious circle, interventions should be comprehensive. They must start early, before students drop out the education system; they must be long term, to provide continuous and personalized support so that students can commit to accumulate human capital until they successfully enter the labor market. The final goal is to equip them with the necessary skills for a

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<sup>22</sup> BID (2017). Promoviendo Educación de Calidad con Equidad en los países de CID.

<sup>23</sup> BID: education sector framework (2016), Sabates et al (2010), Jensen (2010), Barr (2001)

<sup>24</sup> LAC Equity Lab tabulations of SEDLAC, the World Bank (2016).

knowledge economy and thus increase their chances to obtain highly paid and formal jobs. Finishing secondary education is not enough anymore. A comprehensive intervention implies addressing existing learning gaps in upper secondary, developing key socioemotional skills demanded by the private sector, familiarizing students with options and role models beyond their school and community so that they reinforce their long-term commitment to invest in education, building elements to deal with violence, and finally, providing post-secondary scholarships and professional opportunities through internships with the private sector. These types of comprehensive interventions have proved to be effective in the case of Peru and Medellín, Colombia.<sup>25</sup>

Fundación Fútbol por Siempre in El Salvador has developed an innovative intervention that fills the void in poor communities. The model has two main components. The first one, called Formative Process, intervenes during the last two years of upper secondary education through several activities aimed to provide youth with an alternative life project that motivates them to continue the accumulation of advanced skills for a better labor market insertion and highly paid jobs. Social integration is fostered by the fact that 13 partner universities are responsible for implementing the component in participating schools. With these interactions, students not only benefit from a better education, they also get confirmation about the existence of a window of opportunity to escape poverty, if they stick with education. Anecdotal evidence from Fundación Fútbol por Siempre shows a significant school dropout rate reduction in the intervened schools. In the Instituto Nacional de Soyapango, the upper secondary school dropout rate fell from 13.8% to 3.2% after a two-year intervention by Fundación Fútbol por Siempre.

The second component provides a second key step on the ladder of equal opportunity. Graduates from secondary school, and former participants of the Formative Process, get a full university or technical education scholarship conditioned on being admitted.<sup>26</sup> University studies take from 5 to 6 years depending on the chosen field, while technical trainings take one year. The second option is focused on highly demanded areas by the private sector such as English, plastic molding, air conditioning repair, among others. In addition to continuous support throughout their studies, Fundación Fútbol por Siempre has signed strategic partnerships with 16 private companies to provide beneficiaries with internship opportunities. Each student can have the opportunity to practice for 4 months during their last year of studies.

Fundación Fútbol por Siempre has successfully piloted its intervention. To date, 930 students have successfully completed the Formative Process and graduated from upper secondary. A total of 810 were accepted into Universities and the rest will pursue the technical track. Only 10% of students have failed a specific course in the university, which is a surprising result given student's background of low quality education and difficult socioeconomic conditions.

Through the technical cooperation "Promoting a culture of integration and equal opportunities for youth living in poverty" (ES-T1260), the IDB will be providing technical assistance to Fundación Fútbol por Siempre to increase the number of beneficiaries and strengthen its organization in order to scale its impact. The overall purpose of the technical cooperation is to promote equal opportunities and social integration for young people living in poverty through a comprehensive intervention that fosters educational and employment opportunities.

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<sup>25</sup> See for reference [http://www.pronabec.gob.pe/2017\\_Beca18.php](http://www.pronabec.gob.pe/2017_Beca18.php) and [www.ankay.org](http://www.ankay.org)

<sup>26</sup> The Test of Learning and Skills for High School Graduates (PAES) is a graduation requirement that is equivalent to 25% of your final grade of high school. The test result is part of the Universities admission process, however, is not enough. Each university run own test for the admission process.

One of the key activities of the TC is the design and implementation of a development and fundraising plan that incorporates the latest and most innovative fundraising ideas. Fundación Fútbol por Siempre requires technical assistance to continuously improve the intervention and to help implement the new fundraising strategy.

### **Consultancy objective(s)**

The objective of the consultancy is to provide technical assistance to continuously improve the intervention and to help implement the fundraising strategy.

### **Main activities**

The chosen candidate must:

- Review institutional documentation to understand Fundación Fútbol por Siempre's vision, mission, scope and interventions.
- Work along with the team designing the fundraising strategy to understand the grounds and key aspects for a successful implementation.
- Jointly with the planning area, keep track of the current funding sources, funding needs and projections in the short- and medium-term. This information should be regularly updated. Reports should be provided to the program coordinator and other stakeholders.
- Develop a tool to follow-up the implementation of the fundraising strategy.
- Implement the development and fundraising plan. In this regard, the technical assistant will be in charge of:
  - Preparing fundraising applications;
  - Approaching potential funders following the guidelines defined in the development and fundraising plan;
  - Keeping current funders engaged with the project. The consultant must prepare innovative presentations for the accountability of the project's achievements to present to current funders;
  - Constantly inquiring about ways to improve the fundraising strategy;
  - Preparing quarterly reports on the progress of the fundraising plan;
  - Keeping the list of potential local and global funding sources updated.
- Review the overall project functioning and progress, identify improvement opportunities and discuss with Fundación Fútbol por Siempre and the IDB ways to increase the project's effectiveness.

### **Reports/Deliverables**

The consultant will deliver quarterly progress reports of the activities previously described for the duration of the consultancy for a total of 12 reports. The reports should be submitted electronically. No report will be considered final without the supervisor's approval.

### **Payment schedule**

The consultant will receive quarterly payments conditioned to the approval of the quarterly reports throughout the consultancy. The consultancy budget will be distributed evenly for the 12 quarterly reports.

## **Qualifications**

- *Academic Degree & Years of Professional Experience:* An advanced degree (at least Master's or equivalent) in Finance, Administration, Economics, Policy Development or related field with a minimum of 7 years of strategic development experience. Knowledge of fundraising cycles, proposal formats and application procedures. Demonstrated success in preparing proposals and grant applications that have been approved for funding.
- *Languages:* Oral and written professional proficiency in English and Spanish required.
- *Areas of Expertise:* Fundraising, resource mobilization or partnership building. Good understanding of both local and global funders, bilateral and multi-lateral donors and funds.
- *Skills (preferable):* Effective ability to write clearly and concisely. Excellent communication skills. Ability to work independently.

## **Characteristics of the Consultancy**

- *Consultancy category and modality:* Products and External Services Consultant (PEC), Lump Sum.
- *Contract duration:* 12 months.
- *Place(s) of work:* External services.
- *Responsible person:* Education Senior Specialist.

PROCUREMENT PLAN ES-T1260									
Country: El Salvador			Project Number: ES-T1260			Executing Agency: Fundación Fútbol por Siempre			
Project name: Promoting a culture of integration and equal opportunities for youth living in poverty									
Maximum amount for ex post procurement review:			Goods and services (US\$): 10.000			Consultancies (US\$): 90.000			
No. Item	Procurement Description (1)	Procurement estimated cost (US\$)	Procurement Method <sup>(2)</sup>	Procurement review (Ex ante-Ex Post) (3)	Funding source and percentage		Estimated date for the Procurement Announcement or hiring start date	Technical review of JEP (4)	Comments
					BID %	Local / Other %			
	<b>Component 1: Formative process in upper secondary</b>	\$ 1,089,400.00			33%	67%			
1	Academic reinforcement	\$ 1,000,000.00	FBS	Ex-Post	33%	67%	Feb-2018	YES	
2	Formative process coordinators	\$ 57,600.00	IICQ	Ex-Post	33%	67%	Feb-2018	NO	
3	Transportation and snacks	\$ 28,800.00	PC	Ex-Post	0%	100%	Feb-2018	NO	
4	Sport supplies	\$ 3,000.00	PC	Ex-Post	0%	100%	Feb-2018	NO	
	<b>Component 2. Equal opportunities for post-secondary education and labor market insertion</b>	\$ 1,780,524.00			4%	96%			
5	University Services	\$ 1,694,700.00	FBS	Ex-Post	0%	100%	Feb-2018	YES	
6	Job training	\$ 25,824.00	PC	Ex-Post	100%	0%	Feb-2018	YES	
7	Demand oriented technical formation	\$ 60,000.00	PC	Ex-Post	100%	0%	Feb-2019	YES	
	<b>Component 3. Institutional strengthening</b>	\$ 156,000.00			81%	19%			
8	Institutional redesign (organizational chart, operations and functions manual)	\$ 10,000.00	IICQ	Ex-Post	80%	20%	Feb-2018	NO	
9	Development and fundraising Plan	\$ 20,000.00	IICQ	Ex-Post	100%	0%	Feb-2018	NO	
10	Program coordinator (monitoring and systematization)	\$ 72,000.00	IICQ	Ex-Post	82%	18%	Feb-2018	NO	
11	Technical expert (implementation plan)	\$ 54,000.00	IICQ	Ex-Post	72%	28%	Feb-2018	NO	
	<b>Administration</b>	\$ 33,000.00			27%	73%			
12	Financial Audit	\$ 9,000.00	QCBS	Ex-Post	100%	0%	Feb-2018	YES	
13	Other cost (rent and basic services)	\$ 24,000.00	PC	Ex-Post	0%	100%	Feb-2018	NO	
<b>TOTAL PROJECT</b>		<b>\$ 3,058,924.00</b>			<b>18%</b>	<b>82%</b>			
<p>(1) Grouping together of similar procurement is recommended, such as computer hardware, publications, travel, etc. If there are a number of similar individual contracts to be executed at different times, they can be grouped together under a single heading, with an explanation in the comments column indicating the average individual amount and the period during which the contract would be executed. For example: an export promotion project that includes travel to participate in fairs would have an item called "airfare for fairs", an estimated total value of US\$5,000, and an explanation in the Comments column: "This is for approximately four different airfares to participate in fairs in the region in years X and X1".</p>									
<p>(2) <b>Goods and works:</b> CB: Competitive bidding; PC: Price comparison; DC: Direct contracting.</p>									
<p>(2) <b>Consulting firms:</b> CQS: Selection Based on the Consultants' Qualifications; QCBS: Quality and cost-based selection; LCS: Least Cost Selection; FBS: Selection under a Fixed Budget; SSS: Single Source Selection; QBS: Quality Based selection.</p>									
<p>(2) <b>Individual consultants:</b> IICQ: International Individual Consultant Selection Based on Qualifications; SSS: Single Source Selection.</p>									
<p>(2) <b>Country system:</b> include selection Method</p>									
<p>(3) <b>Ex-ante/ex-post review:</b> In general, depending on the institutional capacity and level of risk associated with the procurement, ex-post review is the standard modality. Ex-ante review can be specified for critical or complex process.</p>									
<p>(4) <b>Technical review:</b> The PTL will use this column to define those procurement he/she considers "critical" or "complex" that require ex ante review of the terms of reference, technical specifications, reports, outputs, or other items.</p>									