# Annex 1: Standard Terms and Conditions

* U.S. Department of State Standard Terms and Conditions ([U.S Department of State Standard Terms and Conditions (10-21-2020)](https://www.state.gov/wp-content/uploads/2020/10/U.S.-Department-of-State-Standard-Terms-and-Conditions-10-21-2020-508.pdf)
* 2 CFR 200 Uniformed Administrative Requirements Subpart A-through E ([eCFR :: 2 CFR Part 200 Subpart E -- Cost Principles](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E)).
* 2 CFR 600 The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (<https://www.ecfr.gov/current/title-2/subtitle-B/chapter-VI/part-600>)

**Annex 2: Program Description**

**Program description**

The table below lays out the primary objectives, their duration, and corresponding activities for SHE'S GREAT 2.0. Under the table, please find descriptions of the activities as well as additional questions.

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| --- | --- |
| **Objective 1: Youth are supported in challenging and overcoming harmful gender norms** | Duration: 3 months of overlapping activities* Gender and My Community (GMC) Curriculum
* Community Inclusion Map & National Inclusion Map
* GMC 101 for Caregivers
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| **Objective 2: Girls and Youth, in all their diversity, are supported in obtaining experiences.** | Duration: 7 months of overlapping activities* SHE’s GREAT! STEM Academy
* STEM Linkages
* Innovation & Inclusion Design Challenge and National Inclusion & innovation Fair
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| **Objective 3: Amplify community, school, and family/household support for positive peace and youth agency.** | Duration: Throughout the program, network activities extending up to one year after programming* Caregiver Engagement
* School Sustainability Workshops
* Sustained Gender Equality and Social Inclusion (GESI) Dialogues
* Network Activities
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To access the GMC curriculum for youth, please visit <https://www.irex.org/project/support-her-empowerment-girls-resilience-enterprise-and-technology-initiative-shes-great-20>

***Target Number of Beneficiaries in each country:***

|  |  |
| --- | --- |
| **Youth** | **Adults** |
| 150-200 | 135-180 |

All applicants must complete the first two sections:

***Organizational Background***

* Describe the work your organization does in relation to youth development.
* SHE’s GREAT! 2.0 will make a stronger effort to engage youth from historically excluded communities, such as youth from religious or ethnic minority groups or youth with disabilities. Please describe how you would consider geographic and social inclusion in programming.
* Describe the work your organization has done in relation to engaging parents and caregivers.
* Describe your organization’s experience with safeguarding, prevention of sexual exploitation and abuse, trauma-informed practices, and Do No (more) Harm principles.

***Community Engagement: Sustained Gender Equity and Social Inclusion (GESI) Dialogues***

* SHE’s GREAT! 2.0 has a strong emphasis on community engagement, including Sustained GESI Dialogues that will happen on a quarterly basis in each community of implementation, to advise parents/caregivers, business leaders, school leaders, and religious leaders, and other community leaders about the progress of the SHE’s GREAT! project. Describe your existing networks within the communities you serve, how you would engage community leaders from these networks, and sustain their participation and support throughout the duration of the program.

Complete these sections based on your organizations’ area of expertise:

***STEM Career Opportunity Study\****

* Describe your experience conducting research, particularly in the areas of youth development and employability in STEM fields.

***STEM Academy\****

* Describe your experience designing STEM curriculum for youth programming.

***STEM Linkages (logistics, management, monitoring of approximately eight-week program)\****

* Describe how you will coordinate, manage, and monitor the implementation of the STEM Linkages component, which includes campus visits to STEM Labs, 5-day micro-internships at local businesses, and group mentoring with the Friends Advisory Committee.

***Pre-Programing Partner Consortium Training***

* If applying as a MHPSS Lead\*\*\*, describe your experience in training youth practitioners on MHPSS practices and preventing gender-based violence.
* If applying as an Inclusion\*\*, describe your experience in training youth practitioners on inclusive strategies and approaches to working with youth.

***School Sustainability Workshops:***

* IREX will provide a flexible SHE’s GREAT! curricula and training for school staff including four workshops: Prevention of Sexual Exploitation and Abuse (PSEA) Awareness Training, Inclusive Classroom Training, a training on STEM opportunities for girls and diverse youth, and a School-Related Gender-Based Violence Policy Development (SRGBV) workshop. The end goal is that schools update or design a SRGBV Policy. At least four educators from each school will be expected to complete the workshops and host similar workshops for other educators in their community. At the completion of these events, the educators will receive a certificate and the school will be eligible to apply for in-kind grants to fund school projects that promote sustainable inclusion and safeguarding initiatives.
	+ If applying as a STEM Lead\*, please describe your experience in designing workshops for parents and caregivers regarding the opportunities in STEM for their children. If you haven’t yet, please describe how you would design this session for parents and caregivers.
	+ If applying as an Inclusion\*\* or MHPSS Lead\*\*\*, please describe your experience in designing workshops around inclusive classrooms and school policies on gender-based violence (GBV) for parents and caregivers. If you haven’t yet, please describe how you would design this session for parents and caregivers.

***Mental Health and Psychosocial Support (MHPSS)\*\*\*:***

* Please describe your experience with incorporating MHPSS into programming for youth.
* Include a MHPSS plan for youth participants that would follow programming and program content, including 7-10 group sessions and the topics those sessions would cover.
* Please describe your experience with incorporating mental health and psychosocial support (MHPSS) into programming for adults.
* Include a MHPSS plan for parents and caregivers that would follow programming and program content, including 7-10 group sessions and the topics those sessions would cover. The goal of these sessions is to help parents and caregivers informally discuss skills to counter harmful gender norms and encourage STEM careers for their children.

***Inclusion Strategy\*\*:***

Describe your experience designing inclusion strategies for youth programming. What would you recommend the SHE’s GREAT! 2.0 to consider as part of an inclusion strategy to ensure safe and inclusive programming?

***Psychologically Safe Cohort:***

SHE’s GREAT! 2.0 wants to safely engage as many communities as possible. In some contexts, it may do more harm to engage a particular community openly with the entire program, for example engaging youth with disabilities, LGBTQIA+ youth, or youth from a religious or ethnic background. If applying as an Inclusion\*\* or MHPSS Lead\*\*\*, please describe how you would create a separate psychologically safe cohort, including location and coordination of program activities, training and engaging youth practitioners who are experienced in working with this community, and any other measures you would take to ensure the safety of the participants.

\* = Required portions for STEM Lead Applicants

\*\*= Required portions for Inclusion Lead Applicants

\*\*\*= Required portions for MHPSS Lead Applicants

**Annex 3: Local Partner Consortium**

The Local Partner Consortium (LPC) is made up of five components: lead local implementing partner (LLIP), STEM Lead, Inclusion Lead, PSS/Mental Health Lead, and the Friends Advisory Committee. The LLIP is responsible for implementing a majority of the project, with inputs, consultations, and guidance from other local implementing partners, LLIP staff, or consultants.

**Lead Local Implementing Partner (LLIP)**

The LLIP is responsible for overall program implementation, from school selection, participant selection, adapting SHE’s GREAT! curriculum and materials to local context, ensuring local implementation of the Safeguarding Policy, adapting and creating GMC 101 for Caregivers, and ensuring all program components are implemented. This partner will coordinate and oversee all consortium members.

**STEM Lead**

The STEM Lead will be either a staff member from the LLIP, another organization, or external consultant adept in the learning to earning process in STEM fields for youth, including that youth may pursue formal, informal, self-employment and entrepreneurial work opportunities. They will be responsible for conducting a country STEM Career Opportunity Study that will inform STEM trainings and career activities to link youth and family interests to high-growth sectors. IREX will provide an example and template for the STEM Career Opportunity Study, to be completed after the LPC receives IREX-led training. Based on the findings of STEM Career Opportunity Study has been completed, this person(s) will develop a customized learning framework that is part of the STEM Academy. The framework will include trainings that will provide youth with three to four STEM skills that are in high demand within the local or national employment market in fields like energy, climate change mitigation, robotics, and artificial intelligence. This person(s) will also identify campus visits to universities with strong STEM career paths and local businesses that will coordinate micro-internships, or 5-day mini projects, for small groups of SHE’s GREAT! participants.

This person(s) will engage with the program throughout its entirety, which could be between one – two years in each country. We estimate that this person(s) will be needed at 50% level of effort (LOE) over the first two months and 70% LOE for the next ten months, resulting in a total of 1280 hours, or 160 days in the first year.

*Deliverables:*

* Review program curriculum and materials, along with the LPC
* Conduct the STEM Career Opportunity Study
* Develop a customized STEM learning framework with trainings on three to four STEM skills
* Train SHE’s GREAT! facilitators on implementing the trainings on three to four STEM skills
* Conduct assessment of youth skill gain/competency in each STEM skill
* Coordinate campus visits to universities with strong STEM programs
* Coordinate micro-internships (5-day projects) at local businesses for teams of SHE’s GREAT! participants
* Collaborate with other LPC members (mental health and psychosocial support lead, science, technology, engineering, mathematics (STEM) lead, lead partner, and Friends Advisory Committee)
* Other duties, as assigned

*Criteria for selection:*

* Experience in working with youth identify careers in STEM fields
* Background in STEM
* Background in designing training and curricula
* Connection with STEM networks in country
* Interest/aligned values with promoting equity and inclusion in STEM

**Inclusion Partner:**

The Inclusion Partner willbe another organization or person(s) with a strong GESI background and/or a specific focus on working with a historically excluded community. This person(s) will work closely with the GESI & Safeguarding Lead (IREX Staff) to adapt the GESI Checklist and create an overarching inclusion strategy for their country. The Inclusion Partner, along with the Mental Health and Psychosocial Support (MHPSS) Lead, will create locally adapted and targeted strategies to ensure that all program partners have the resources and skills necessary to identify, select, and work with diverse youth, including youth with lower socio-economic backgrounds and rural youth. The GESI Checklist is a tool that will be utilized to assess how GESI-transformative we can be in each country, and a tool we can review before each activity and event to ensure we are maximizing the inclusion and safety of all participants. This person(s) is responsible for ensuring that any and all barriers to participation are overcome (such as providing transportation, reviewing venues for access and inclusion, ensuring the selection of participants is representative of the communities in which we are engaging, etc.). This person(s) will also review the school selection criteria and provide feedback. Depending on the context, this person or organization may design a psychologically and physically safe cohort, such as a group of LGBTQIA+ youth or youth with disabilities, that will engage with the same program in a separate environment, if integration into the program does more harm.

This person(s) will engage with the program throughout its entirety, which could be between one – two years in each country. We estimate that this person(s) will be needed at 70% level of effort (LOE) over the first six months and 30% LOE for the next six months, resulting in a total of 960 hours, or 120 days in the first year.

*Deliverables:*

* Adapt the GESI Checklist
* Develop an overarching inclusion strategy
* Apply inclusion lens to SHE’s GREAT! tools and strategies
* Train the local partner consortium (LPC) on inclusive practices and the inclusion strategy
* Review and input on all program components
* Conduct an inclusion review of SHE’s GREAT! materials and translations
* With IREX and the MHPSS partner, develop and conduct a School-Related Gender-Based Violence (SRGBV) Policy Development workshop. Conduct assessment and monitoring of educator/school progress as needed.
* Potential design of psychologically safe cohort
* Complete GESI checklist for every event and activity
* Contribute to quarterly meetings on risk assessment and mitigation
* Collaborate with other LPC members (mental health and psychosocial support lead, science, technology, engineering, mathematics (STEM) lead, lead partner, and Friends Advisory Committee)
* Other duties, as assigned

*Criteria for selection:*

* Experience with Do No (More) Harm (DNmH) principles
* Safeguarding knowledge and experience
* Experience integrating Equity & Inclusion/GESI approaches within youth programming
* Work with a specific historically excluded group

**Mental Health & Psychosocial Support (MHPSS) Lead**

The MHPSS Lead will adapt and lead the implementation of the psychosocial support (PSS) framework, a framework that will shadow all program components and allow PSS support to all program components. This person(s) will be responsible for holistic integration of the Safeguarding Policy throughout the program and training all stakeholders on the policy. This person(s) will also actively engage parents and caregivers through a similar PSS framework. If necessary, this person(s) will work with the Inclusion Partner to design a psychologically safe cohort for a particular demographic (see more information in the Inclusion Partner description).

This person(s) will engage with the program throughout its entirety, which could be between one – two years in each country. We estimate that this person(s) will be needed at 70% level of effort (LOE) over the first six months and 50% LOE for the next six months, resulting in a total of 1,152 hours, or 144 days in the first year.

*Deliverables:*

* Ensure holistic integration of the Safeguarding Policy throughout the program
* Train youth participants on the Safeguarding Policy and communication channels to report
* Adapt PSS Framework with group sessions that integrate with the program
* Offer one-on-one sessions, as needed, with SHE’s GREAT! participants
* Adapt Caregiver Engagement Framework (including 7-10 Caregiver Coffee Clubs and an additional 3-4 workshops on STEM education, career planning, non-violent parenting, and understanding teenage psychology) and train them on the Safeguarding Policy. This framework could include regional leads who work with schools and community centers in one part of the country. Conduct assessment and monitoring of participant progress, skill gain, behavior change.
* Host Caregiver Coffee Clubs and workshops for parents and caregivers
* Train local partner consortium (LPC) on MHPSS for youth
* Train community members on MHPSS for youth and the Safeguarding Policy at the first Sustained GESI Dialogue
* With IREX and the Inclusion partner, develop and conduct a School-Related Gender-Based Violence (SRGBV) Policy Development workshop. Conduct assessment and monitoring of participant progress, skill gain, behavior change.
* Provide technical support/guidance to teachers/schools as they develop SRGBV policies
* Collaborate with Inclusion Partner on potential design of psychologically safe cohort
* Contribute to quarterly meetings on risk assessment and mitigation
* Collaborate with other LPC members (inclusion lead, science, technology, engineering, mathematics (STEM) lead, lead partner, and Friends Advisory Committee) throughout the duration of the program
* Other duties, as assigned

*Criteria for selection:*

* Expertise in mental health and psychosocial support (MHPSS) for youth
* Experience with Do No (More) Harm (DNmH) and trauma-informed principles
* Experience with safeguarding/prevention of gender-based violence
* Experience in training on MHPSS topics
* Experience in working with parents and caregivers
* Experience in contributing to policies around the prevention of gender-based violence

**Friends Advisory Committee (FAC)**

As an integral component of IREX's inclusive and locally-led approach, SHE's GREAT! Local Partner Consortium in each country includes the Friends Advisory Committee (FAC) that comprises four local experts and leaders from diverse sectors actively connected to girl or youth-led networks. The FAC plays an important role in each country’s consortium and contributes to SHE’s GREAT!’s prioritization of local leadership, youth voice, and inclusion. Friends Advisory Committee (FAC) members will be youth and 75% women and include gender and STEM experts, government representatives, psychologists, and more.

The FAC will review major program materials, as they are adapted, with the LPC. They will participate in the GESI Dialogues, give feedback to SHE’s GREAT participants on the Community Inclusion Maps, and support the participants in creating the National Inclusion Map. The FAC will become more active during the STEM Linkages activity, adapting and implementing the group mentoring framework with each club. The FAC will also support the STEM Lead in identifying universities for campus visits and businesses for the micro-internships.

The FAC will support the participants create their group projects ideas (by club) to solve community-level inclusion challenges using their new STEM skills. The FAC will provide feedback to them on their ideas during the Sustained GESI Dialogues and as necessary during the two-month process where they design their projects Following this consultation and design period, the clubs will be implementing their projects over a month period. These projects (Inclusion & Innovation Projects) will be presented at the National Inclusion and Innovation Fair, the culmination event for the SHE’s GREAT! program, where all participants will meet in person.

The FAC will be involved with Ambassadors and Network Activities, which will include Virtual Learning Exchanges, advocating on behalf of the Youth Statement for Gender Equality, and a Virtual Impact Festival. This programming could last an additional year after the original set of activities.

*Deliverables:*

* Review and give feedback of GMC Curriculum
* Review and give feedback of Country Resource Kit
* Review of STEM Academy Modules
* Adapt the group mentoring framework
* Implement the group mentoring framework in each club
* Give feedback to participants on the Community Inclusion Map and Innovation & Inclusion project ideas
* Support participants in creating a National Inclusion Map
* Help identify universities for campus visits with STEM focus
* Help identify businesses for micro-internships
* Engage in Ambassador and Network Activities (to be further defined) for potentially one more year, including participating in Virtual Learning Exchanges, mentoring Ambassadors, and co-planning and co-hosting the Virtual Impact Festival
* Conduct assessment and monitoring of participant progress, skill gain, behavior change.
* Other duties, as assigned

*Criteria for selection:*

* Under 35 years of age
* Connected to girl-led (or women-led) or youth-led networks
* Have a background in one of the following:
	+ Gender
	+ STEM
	+ Education
	+ Psychology
	+ Human Rights
	+ Government representatives working in women’s rights, human rights, or gender advocacy
* Interest in working with youth on gender-related and STEM topics