

REQUEST FOR APPLICATION (RFA)

for SHE's GREAT! GUATEMALA

Issuance Date: September 15, 2021

Closing Date: October 15, 2021

Closing Time: 24h00 Guatemala City, Guatemala (UTC-6)

Subject: Request for Application (RFA) Number 01
SHE'S GREAT! in Guatemala

Reference: Issued Under an International Research and Exchange Board (IREX)
DOS COAG No. **SLMAQM18CA2107**

This Request for Application outlines the information required by the applicant for the development and submission of a proposal for consideration. The potential applicant is expected to review, understand, and conform with specifications contained in this RFA. Failure to do so will be at the applicant's own risk.

All reasonable, allocable, and allowable expenses, both direct and indirect, which are related to the sub-grant program and are in accordance with applicable cost standards (2 CFR 200 Subpart E Cost Principles or the Federal Acquisition Regulation (FAR) Part 31 for-profit organizations), may be charged under the sub-grant.

For non-US organizations the Department of State Standard Terms and Conditions and 2 CFR 200 Subpart A through E apply.

This RFA is being issued and consists of this cover letter, Schedule A, and Annexes.

Issuance of this RFA does not constitute an award commitment on the part of SHE's GREAT! Guatemala/IREX nor does it commit SHE's GREAT! Guatemala/IREX to pay for costs incurred in the preparation and submission of an application. The application is submitted at the risk of the applicant. All preparation and submission costs are at the applicant's expense.

Thank you for your interest in SHE's GREAT! Guatemala/IREX activities.

Sincerely,

Cai Thomas

Program Officer SHE'S GREAT!/ IREX

SCHEDULE A

SECTION I: FUNDING OPPORTUNITY DESCRIPTION:

- a. The Supporting Her Empowerment – Girls’ Resilience, Enterprise, and Technology (SHE’s GREAT!) program is funded by the United States Department of State (DOS) and implemented by IREX. SHE’s GREAT! is a holistic gender responsive program for youth to identify and transform gender stereotypes and build inclusive communities where students are equipped with the networks, Science, Technology, Engineering, Arts/Design, and Math (STEAM) training, confidence, and leadership skills to fully participate in their communities and careers. Through the SHE’s GREAT! program implementation in Guatemala, a greater network of stakeholders and partners are harnessed to better promote girls’ increased economic, technology, leadership, and innovation skills and opportunities. IREX is a U.S. international nonprofit organization working in over 120 countries around the world. For more information on IREX please visit www.irex.org.

IREX invites interested local organizations to submit a proposal to partner with IREX in implementing SHE’s GREAT! in Guatemala. Please see program description and Scope of Work description in **Section IV**.

- b. Program Purpose: SHE’s GREAT! promotes gender equality through three closely linked objectives, as follows:
 - **Objective 1:** Girls and boys are more resilient to restrictive gender norms affecting their life choices and opportunities.
 - **Objective 2:** An enabling environment is cultivated in schools to foster equal collaboration amongst girls and boys.
 - **Cross-cutting Objective 1:** A network of students, stakeholders, and partners at the community and national levels better promote girls’ increased skills and opportunities.

USG Regulation:

For non-US organizations the Department of State Standard Terms and Conditions and 2 CFR 200 Unified Administrative Requirements Subpart A through E apply.

SECTION II: AWARD INFORMATION:

- a. The expected duration of IREX’s support or the period of performance is **October 15, 2021 – September 30, 2022**. IREX expects to award one subaward ranging from **\$75,000 USD to \$145,000 USD**. SHE’S GREAT!/IREX reserves the right to fund any or none of the applications submitted.

SECTION III: ELIGIBILITY INFORMATION:

b. The applicant / application must meet the following requirements

- Be officially registered and working in compliance with all applicable civil and fiscal regulations, including, but not limited to pertinent local laws and status.
- Be officially registered as a legal entity and working in compliance with all applicable local laws.
- Ability to implement the program activities as detailed in Section IV Program Description and Scope of Work in order to meet the projects objectives and principles
- Contain expected outcomes and results consistent with and linked to the projects objectives
- Applicant is not a debarred organization

c. Types of Sub-Awardees Eligible:

- Non-US Nongovernment Organizations (Non-US NGOs)
- Community Based Organization (CBOs)
- Civil Society Organizations (CSOs)
- Professional Associations
- Universities

Cost share is not required.

Section IV. PROGRAM DESCRIPTION AND SCOPE OF WORK

a. Scope of Work Summary

The awarded application will support SHE's GREAT! program activities in Guatemala. IREX encourages proposals from organizations with experience working in rural areas with youth on sensitive topics like gender-based violence.

Considering the ongoing COVID-19 pandemic, applicant's proposal should include details on how in-person program activities (including the Gender and My Community Club, Learning Festival, STEAM Camp, and Action Festival) will enable social distancing in the event location as mandated by the Government of Guatemala.

Applicant's proposal should include details on their capabilities to deliver a virtual program and remain flexible and adaptable to the changing implementation environment. IREX encourages proposals inclusive of a combination of rural, peri-urban, or urban schools in Guatemala, including working with indigenous or diverse ethnic and underserved communities.

The proposed budget should include costs associated with providing the necessary personal protective equipment, including face masks, hand sanitizer, wipes, and the like to students, facilitators, and all other relevant stakeholders present at in-person, socially distant program activities.

The SHE's GREAT! program has three phases, whereby 100 school age youth (approximately ages 13-18) across approximately five schools will be provided leadership skills, training in Science, Technology, Engineering, Arts/Design, and Math (STEAM), access to mentors, and networks to support their safe, innovative, and full participation in the economic and social life of their communities. Throughout these phases, SHE's GREAT! in Guatemala will also mobilize male peers, families, schools, and stakeholders to support an enabling environment that addresses barriers and challenges that limit girls' empowerment, including gender-based violence, and gender stereotypes. Student leaders will then lead Community Action Projects to further the impact of the program.

Ideally, 75% of SHE's GREAT! students in Guatemala will be female and 25% will be male. SHE's GREAT! is designed to provide all youth opportunities to engage, learn, and lead together throughout each phase of the program. IREX encourages proposals to consider this preference, while appropriately adapting the program to the local cultural context.

Phase I: SHE's GREAT! Gender and My Community (GMC) Club: Facilitators and institutional mentors implement an eight-week program¹ that allows ample opportunities for all youth to achieve the learning objectives in school or after school. The proposal should explain how program access will be inclusive of economically and geographically disadvantaged communities. The objective of the program is for students to identify and understand gender-based norms and stereotypes in their community and to work in teams to develop community driven Community Action Projects (CAPs) to raise awareness about GBV prevention and youth-empowerment resources that are available. Students will develop youth essential skills such as collaboration, problem solving, confidence, and teambuilding. The program includes parents, community leaders, and teachers. The students showcase their learning and Community Action Plans (CAP) at a SHE's GREAT! Learning Festival at the end of the GMC Club.

Phase II: SHE'S GREAT! STEAM Camp: Student leaders from the SHE'S GREAT! GMC Club will be eligible to participate in the SHE'S GREAT! STEAM Camp. The one-week national camp provides students with the opportunity to gain practical technical skills in STEAM subject(s), teambuilding, learn from leaders in STEAM, and further develop their ideas for making change in their communities. For the proposal, applicants should propose an in-person STEAM Camp while remaining flexible to converting to a virtual format if required by the pandemic. In Phase II, the implementing partner (IP) will also develop and implement a local initiative that strengthens the in-country SHE's GREAT! network and fosters long-term program sustainability.

Phase III: Implementation of Community Action Projects and SHE's GREAT! Action Festival: Students will implement Community Action Projects in their schools and/or communities based on their action plans from the GMC Club and SHE's GREAT! STEAM Camp. Students will take

¹ Depending on the COVID-19 situation in Guatemala, this eight-week program could be implemented virtually.

on leadership and planning roles to increase awareness of gender issues and promote GBV prevention and positive messaging of gender around and within the community. At the SHE's GREAT! Action Festival, held after completion of the Community Action Projects, student teams will share their project accomplishments and lessons learned with the school community.

Under the attached scope of work the IP will be responsible for collaborating with IREX to carry out the deliverables and action items for planning and implementing all phases of the SHE's GREAT! program.

Activities

Below is the current draft of scope of work for the IP for the SHE's GREAT! program. Please note this should be used to guide the applicant's proposal. The scope of work will develop and evolve once the finalist is selected. The scope will be developed in collaboration with IREX.

Activity 1: School² Outreach, Selection, and Notification: Including development of applications, identifying target school, outreach meetings and calls and meeting with points of contact (POC) at select schools, forming of school selection committee, and review and scoring of applicants to determine five school finalists. Selection of schools will be conducted according to criteria agreed upon with IREX and in close consultation with IREX.

Activity 2: Recruitment and training of Gender and My Community Club Facilitators. There must be two trained GMC Club facilitators (that will be trained by IREX) for each school or community organization where the GMC Club will be implemented. In total there should be 10 GMC Club facilitators, one per 10 students. Facilitators are responsible for delivering curriculum and being the coordinator for each school with the IP. Proposed facilitators must be available to participate in the IREX-led SHE's GREAT! Facilitators Workshop tentatively scheduled to be held in late December/January. Considering the ongoing COVID-19 pandemic, the Facilitators Workshop will likely be held in a blended format, with U.S. based training staff joining virtually while selected Facilitators meet in person in Guatemala City for a socially distanced meeting. IPs should propose a plan for recruiting (either internal staff or external consultants) experienced individuals with proven facilitation skills to serve as facilitators. The Facilitators Workshop will be conducted in English; therefore, if the proposed facilitators do not have a working proficiency in English, IPs should propose a plan to hire and manage translators for the workshop.

Activity 3: Work with Finalist Schools to secure a location for each of the 10 GMC Clubs. Secure program location at each school. This means determining where the GMC Club will be held and managing any related costs.

Activity 4: Collaborating with the POC at each school to determine mentors and parent liaison. (See below for roles and responsibilities descriptions)

Activity 5: Plan and manage Parent Meeting and Mentor Workshop. The Parent Meeting is a brief meeting to orient parents or primary caregivers of students on SHE's GREAT! and gender

² Note, in some cases the program can be implemented in community centers. Schools are preferred.

equity led by the facilitators. Separate from the Parent Meeting is the Mentor Workshop, a one-day workshop on gender inclusive pedagogy and safe schools, led by the IP. This workshop is open to all leaders, teachers, and mentors at the selected schools.

Activity 6: Provide materials and curriculum access for each GMC Club site. If GMC Club is implemented virtually, ensure GMC Club students have access to Canvas, the learning management system, and register for the GMC Club. If implemented virtually, IP will need to support virtual access for economically and geographically disadvantaged communities.

Activity 7: Collaborate with each school's POC to identify and select students for the program based on selection criteria agreed upon by the IP and IREX.

Activity 8: Identify and lead communication with local partner organizations who can serve as experts and program support for each school. The local partner organization will support sustainable impact of the program.

Activity 9: Ensure successful completion of the Gender and My Community Club through observations and site visits that include regular reporting to IREX and a feedback process with partners. Note that the Gender and My Community Club is expected to include a series of eight weekly sessions (approximately two hours per session) held at each of the five schools over a period of two-three months. If the IP chooses to propose an alternative schedule in which sessions are held more or less frequently than once per week, it should include justification in proposal.

Activity 10: Ensure successful completion of SHE's GREAT! Learning Festival, a celebration of the end of the GMC Club, where students share with their schools, community members, and parents what they have learned about gender equity and their CAPs. The IP is encouraged to engage community expert partners in the festival as guest speakers or panelists.

Activity 11: Carry out program surveys and other monitoring and evaluation activities, as needed, at each GMC Club school site in close coordination with IREX's Monitoring, Evaluation, and Learning (MEL) Team.

Activity 12: Plan and manage implementation of national SHE's GREAT! Steam Camp, coordination of event planning and logistics, identifying speakers and trainers, and scheduling site visits. IREX will manage and fund major procurements and student travel for the STEAM Camp, if an in-person STEAM Camp is possible given the COVID-19 pandemic.

Activity 13: Monitor the development and implementation of Community Action Projects and report on the impact.

Activity 14: Organize and implement SHE's GREAT! Action Festival, where students will share their projects' impact with their family and the broader school community.

Activity 15: Logistic management of all program travel, trainings, site visits, communications, coordination meetings, and other tasks as determined by IREX.

Activity 16: Financial processing of materials, transportation, honorariums, stipends, payroll, and other costs as determined by IREX.

Activity 17: Support IREX-led Communications related to success story collection and social media campaigns.

b. SHE's GREAT! in Guatemala Gender and My Community Club roles and responsibilities

IP Staff / Consultants: IP should propose a combination of staff and consultants to fill the required roles of Project Manager and Facilitator (at least 10 facilitators required) and provide relevant expertise/experience. Note that staff may be equipped to cover more than one area of relevant expertise/experience total staff size (not including five facilitators should) be approximately two to five. Note that in the event it is determined a psychologist is needed to support the wellbeing of participants, you would have the capacity to do so.

Project Manager: Acts as liaison between IP, IREX and other relevant stakeholders. Provides consultation to IREX during program design related to gender issues, GBV prevention, STEAM, and the local context. Provides supervision to other IP staff and is responsible for overall performance under the award. Project Manager should have an advanced proficiency in English.

Other Staff: A combination of other staff working under the Project Manager should comprise a multi-disciplinary team providing expertise in the following areas:

- Gender equality education and GBV Prevention
- STEAM skills for youth (approximately ages 13-18 or in line with the age group proposed by the IP)
- School engagement
- Partnership Development and Community Engagement
- Logistics Management
- Financial Management
- Project Management and Monitoring
- Monitoring, Evaluation, and Learning
- Communications and Social Media Engagement

Facilitators: Hired by IP and trained by IREX. Responsible for implementing program communication and coordination of SHE'S GREAT! in Guatemala at a specific location as proposed by IP. Facilitators should have relevant skills in the following areas:

- Gender equality education/GBV prevention for youth
- Soft skill development for youth
- Creative thinking
- STEAM skill development for youth
- Community engagement
- Youth Facilitation
- Youth development
- Experience working with underserved youth

- Experience facilitating virtually, preferred

Below are the non-IP roles and responsibilities that are part of the SHE's GREAT! in Guatemala program. The IP will be responsible for collaborating with each school site in identifying, selecting, and managing communications with the roles below.

School Point of Contact (POC): The POC will be the primary liaison/signature on behalf of the school. This person will communicate with the implementation organization and champion gender equality at the school or community organization. This is a great role for an administrator or teacher leader.

Institutional Mentors: Identified by the school. Ideally, one mentor per 10 students will work with each SHE's GREAT! group to encourage long term investment and student mentoring for long term impact.

Parent Liaison: A minimum of one parent per school who will serve as a liaison with the SHE'S GREAT! program, school, community, and parents. The liaison will support prevention of GBV and gender equality and support the long-term impact of the program.

Students: Each GMC Club will have approximately 10 students who will go through the program together. Students will work on teams of approximately five to complete their design challenging thinking action project plans. During Phase I, students will focus on developing a relevant challenge to address. During Phase II and Phase III, they will further develop and implement these ideas in the form of an action project. Students should include both girls and boys and the IP should propose opportunities of engagement for boys and girls to collaborate and share ideas throughout the eight-week program. Ideally, 75% of SHE's GREAT! students in Guatemala will be female and 25% will be male.

c. Summary of Program Objectives

Phase I: Successful implementation of GMC Club that results in increased understanding of gender norms, roles, and relations and a plan to take action to improve gender equality and prevention of GBV. Proposals for the GMC Club should target youth ages 13 -18 and should include detailed information on the precise ages and location of their proposed student populations. IREX welcomes proposals for additional locations for the program specifically rural areas.

- See Section C.II for the activities involved in the Phase I GMC Club

Students, families, and communities gain increased familiarity with opportunities for girls in college and careers, as well as the harmful effects of GBV (discriminations, early marriage, etc.) such as high dropout rates, health consequences, and other traumas.

- Beginning in Phase I, the IP will work with each school to plan follow-on activities that will engage, or make every reasonable attempt to engage, families of students as well as other community members. Applicants are expected to work with teachers, schools, and

students to develop effective interventions to engage family members and other stakeholders.

Phase II: Successful implementation of the SHE's GREAT! STEAM camp for students, tentatively scheduled for early Spring 2022 that results in an increase of students' capacity to engage in STEAM subjects and activities and enthusiasm for future career and college opportunities. The IP will also host a local initiative of their design and approved by IREX, which will build the program network in Guatemala and drive program sustainability.

- Approximately 100 students are trained during a five day SHE's GREAT! STEAM camp, targeting students from predetermined areas (target locations are included Section V. Eligibility of Applicants). Potential areas to be covered include, but are not limited to, the agricultural industry and renewable resources, the energy industry, hydroelectric power, and GBV awareness and prevention and GBV resources. Areas of interest will be finalized during the GMC Club, based on student interest. Students will consider how they can apply new skills and further develop the Community Action Plans developed during Phase I. As with the GMC Club, proposals should include imagined opportunities for youth to collaborate and exchange ideas during the SHE's GREAT! STEAM camp.
- One local initiative is implemented that strengthens the SHE's GREAT! network in Guatemala and drives long-term program sustainability.

Phase III: During Spring 2022, follow-on activities take place in target communities within selected schools that engage student students in utilizing skills and knowledge gained during the GMC Club and SHE's GREAT! STEAM Camp.

- At least one (1) Community Action Project is implemented in each school selected to participate in the SHE's GREAT! project in Guatemala. Monitoring and Evaluation will be conducted by applicant and reported to IREX.

d. Collaboration areas

SHE's GREAT! in Guatemala encourages working in collaboration with other NGOs, CSOs, and other community collectives across the country, applications should present plans to engage formal and informal organizations working in similar fields with beneficial, supplemental knowledge. Applicant proposals should include relevant and applicable GBV interventions. SHE's GREAT! in Guatemala encourages applicants to work with GBV-focused groups and organizations to establish gender-responsive program activities and interventions. Applicants are also encouraged to work with GBV-focused organizations to develop the required GBV safeguarding policies and procedures (see Section V. Eligibility of Applicants).

Section IV: APPLICATION AND SUBMISSION INFORMATION:

a. Application Overview

Any questions concerning this RFA should be submitted in writing no later than five days prior to the closing date shown above to Fabiola Morales, Program Officer, Guatemala Country

Representative, sheisgreat@irex.org. Applicants should retain for their records one copy of all enclosures which accompany their application.

The application must be received at the SHE'S GREAT! in Guatemala/IREX's office at the email below no later than the closing date listed on the front page of this RFA. Pre-award costs are not allowable and will not be reimbursed. An application and modifications thereof shall be submitted in electronic format to sheisgreat@irex.org with the Subject: **SHE's GREAT! GUATEMALA RFA_NAME_OF_ORGANIZATION**

The application, in the Form of a written narrative, must be submitted in electronic form (Word or PDF) and include the sections and attachments detailed below. **Applicants are asked to include proposals for Phase I, Phase II, and Phase III in the application and budget.** The complete application packet must be submitted in the required format with the required attachments. We will accept applications in English or in Spanish, but English is seen as a technical skill and applicants will be scored on their ability to work in English. Applicants will need to name one senior level person that will work with IREX in English as needed

Application:

Organizational Information

- Name of Organization
- Location (City and Address)
- Point of Contact Name and Email
- Organizational Mission
- Organizational Background
- DUNS number³

Staffing Plan [1-2 pages]

- Please provide a staffing plan including descriptions of planned staff and consultant roles
- Include a CV for the proposed Project Manager

Program description [5-10 pages]

- Geographic/Logistical Coordination
 - I. Please briefly describe the opportunities and potential complexities involved in a multi-school program and how your organization would handle them; if you have experience coordinating such programs, please describe.
 - II. Please describe how you would consider geographic and social inclusion in your school programming.
 - III. Please describe how you would develop the program in a combination of rural, peri-urban, or urban schools in Guatemala.

³ DUNS number (Duns and Bradstreet number) is a unique identifier for an organization. The US Department of State requires all grantees and subgrantees to have a DUNS number. USAID only requires grantees and subgrantees with awards higher than \$25,000 to have a DUNS number. Private funders and any USAID subgrantees receiving less than \$25,000 do not need a DUNS number. Numbers are available from <http://fedgov.dnb.com/webform>. IREX can give you instructions on how to apply.

- IV. Please describe how you would ensure proper safety protocols related to the COVID-19 pandemic.
- V. Please describe how you ensure student participation in virtual program activities, especially regarding economically and geographically disadvantaged communities.
- VI. Please describe your organization's internet accessibility capabilities, including your ability to communicate regularly with DC based IREX staff and liaise virtually with potential stakeholders across Guatemala.
- IREX Coordination
 - I. Propose Plan for coordinating with IREX Team based in Guatemala City.
- Facilitator Recruitment and Training
- School Selection and Engagement (include suggestions for engagement with relevant government ministries and offices)
 - I. IREX and its Donor will make the final decision on school locations, but please propose Basic Secondary Schools (mixed-gender schools) and/or clusters where the GMC Club could be implemented. Consider practical reasons related to geography, and partnership capacity as well as, program need, culture and social contexts related to Gender issues and GBV Prevention.
- Coordination of Student Selection with Schools or Community Organizations
- GMC Club Implementation (logistics, management, monitoring of approximately eight week program)
- Description of Proposed Local Initiative (training or activity) and relevance to SHE's GREAT! and how it would build the program network in country and drive program sustainability.
- SHE's GREAT! STEAM Camp (including proposed location, topics, and partners)
- Implementation and Monitoring of Community Action Projects
- Implementation and Monitoring of other Follow-On Activities which may include the following:
 - I. Mentorship Opportunities
 - II. Site Visits to Local Businesses
 - III. Community Engagement and Trainings

Partnership Plan / Community Engagement [1 Page]

- Propose a strategy for leveraging local partner organizations and experts to support the implementation (as guest speakers, field trips etc.) of the GMC Club and other SHE's GREAT! activities in Guatemala.
- Demonstrate capacity of IP to leverage local relationships to strengthen activities.

Past Experience [1-2 Pages]

- Please describe one or more (no more than three) past programs demonstrating the organization's ability to facilitate trainings for youth ages 13-18 and engage with

secondary schools. Highlight any linkages to gender, GBV preventions and/or STEAM.

- What were the programs' major successes? How was the impact measured?
- Please describe one or more (no more than three) past programs demonstrating the organization's ability to implement virtual programming.

Description of Programming Experience and Institutional Capacity to implement gender transformative and safe programming for youth

- Provide examples of gender programming experience
- Provide example or institutional policy related to safeguarding and Protection against Sexual Exploitation and Abuse (PSEA) ⁴
- Provide example of experience related to virtual training
- Provide example of experience facilitating programs for boys and girls, in mixed or separated group settings
- [Budget \(see example budget template Annex 2\)](#)

Required Attachments

I. [Due Diligence Questionnaire \(see Annex 3\)](#)

- i. Copy of Local Registration
- ii. Copy of Sample time sheet
- iii. Internal Procurement Policies (if applicable)
- iv. Most Recent Audit (if applicable)

b. Restrictions:

Sub-award funds provided under the terms of this RFA shall not be used to:

- Procure goods or services from suppliers that may be identified on the USG consolidated list of debarred, suspended or ineligible subcontractors at <http://www.epls.gov/>.
- Make any purchases or fund activities deemed unnecessary to successfully complete the activity, including any sub-awardee headquarters' expenses that are not directly linked to the implementation of the proposed project.
- Pay previous obligations and/or bad debts.
- Pay fines and /or penalties.
- Pay other costs unallowable as referenced 2 CFR 200 Subpart E Cost Principles and FAR 31.2 Cost Principles for Commercial Organizations.

C. Late Application

Late applications are marked as "late" and are ineligible for review or award; however, IREX reserves the right to accept and include late applications in the review and award process when it is considered within the best interest of IREX to do so and if applications that were received

⁴ For examples of Safeguarding Best Practices see: [UNICEF Panel Review 2018](#) and [UNICEF Strategy to prevent and respond to SEA and Sexual Harassment 2019](#)

on time have not been opened and reviewed. Applications that are submitted late or incomplete run the risk of **not** being considered for review.

SECTION V: APPLICATION REVIEW INFORMATION:

- II. Within ten working days of the deadline for submitting applications, a technical review committee will convene. Throughout the evaluation process, IREX shall take steps to ensure that members of the committee do not have any conflicts of interest or the appearance of such with regard to the organizations whose applications are under review. An individual shall be considered to have the appearance of a conflict of interest “if that person, or that person’s spouse, partner, child, close friend, or relative works for or is negotiating to work for or has a financial interest (including being an unpaid member of a Board of Directors) in any organization that submitted an application currently under the panel’s review.” Members of the committee shall neither solicit nor accept gratuities, favors, or anything of monetary value from parties to the awards.

Note: Under unusual circumstances the technical review committee may be delayed.

Verification of the application submission requirements will be conducted by the IREX field grants manager. Awards will be made within ten working days after the technical evaluation committee completes its review.

The application will be evaluated according to the evaluation criteria set below. To the extent necessary (if an award is not made based on initial applications), negotiations may be conducted with each applicant whose application, after discussion and negotiation, has a reasonable chance of being selected for award.

b. Evaluation criteria

a. Technical Merit 15 points

- ✓ Relevance to program goals
- ✓ Sustainability of project results
- ✓ Technical proposal for recruiting facilitators and leading trainings
- ✓ Technical proposal for working with schools and community-based organizations
- ✓ Technical Proposal for engaging partners and local communities in Gender/GBV Prevention and STEAM Topics
- ✓ Technical experience with GBV prevention and gender equality with youth approximately ages 13-18.
- ✓ Experience conducting program analysis and monitoring
- ✓ Anticipated impact on the beneficiaries

b. Past Performance / Organizational Capacity 25 points

- ✓ Past performance in similar projects
- ✓ Relevant staff skills and structure to implement the proposed project

- ✓ Experience in geographical region
- ✓ Experience in building relationships with public schools
- ✓ Experience facilitating with youth
- ✓ Experience with virtual trainings
- ✓ Written accounting and procurement procedures
- ✓ Capacity to communicate with IREX DC and Guatemala based IREX consultant
- ✓ Capacity to adhere to DOS financial guidelines
- ✓ Capacity to securely receive and disperse funds to project stakeholders in compliance with program objectives
- ✓ Capacity to communicate virtually with Guatemala City and DC based IREX staff and consultants, and potential stakeholders across Guatemala

c. Feasibility and Cost Effectiveness 10 points

- ✓ Are costs reasonable, allowable, and allocable
- ✓ Is the proposal cost effective

Section VI: AWARD AND ADMINISTRATION INFORMATION

a. Overview:

The recommendation or selection of an application in accordance with established procedures does not guarantee an award. All applicants must demonstrate that they possess, or have the ability to obtain, the necessary management competence to practice mutually agreed upon methods of accountability for funds and other assets provided.

A successful applicant can expect to receive an Award Letter, signed by the program. The award letter will be addressed to the organization's point of contact as stated in the application.

Following the Award Letter, final negotiations will take place before the signing of a sub-grant agreement.

b. Reporting Procedures:

A description of reporting requirements will be included in the Sub-Grant Agreement. The types of reporting required, along with the schedule of reporting, will depend on the sub-grant type and project duration. Reporting forms will be provided to sub-grant recipients. Types of reporting will include the following:

- Program report to be submitted during project implementation according to a schedule described in the sub-grant agreement. This report will include a description of progress made during the period, problems in project implementation; actions taken to overcome them; and activities planned for the next period.
- Final program report will describe how the project objectives and goals were reached, results of the project, and problems and solutions during implementation.

- Financial reports will be submitted according to a schedule described in the sub-grant agreements. Types of financial reports, as well as the schedule of reporting, will depend on the type of sub-grant, length of the project, and amount of funding. In addition, the sub-grantee is required to submit a detailed Final Financial Report.

Issuance of the final installment of sub-award funds is contingent upon SHE's GREAT! receipt and acceptance of Final Financial and Final Program Reports.

SECTION VII - OTHER INFORMATION

Issuance of this RFA does not constitute an award or commitment on the part of IREX, nor does it commit SHE's GREAT! in Guatemala / IREX to pay for costs incurred in the preparation and submission of an application.

IREX reserves the right to fund any or none of the applications submitted. Further, IREX reserves the right to make no awards as a result of this RFA.

Annex 1: Standard Terms and Conditions

- U.S. Department of State Standard Terms and Conditions
- 2 CFR 200 Uniformed Administrative Requirements Subpart A-through E