



APPLICATION FOR *SHE CREATES CHANGE* PARTNERS

03 July 2024

Dear Sir/Madam,

You are invited to apply to participate in Room to Read's [She Creates Change](#) initiative, to pilot the implementation of life skills videos with young people.

She Creates Change is a multi-media storytelling initiative that boldly aims to reach all 432 million adolescent girls (ages 12-18) in the world. Central to *She Creates Change*, is a six-video film series featuring narrative stories of six courageous young women from historically low-income communities. A key objective of the videos is to highlight essential life skills in each story and allow other young people to understand how and why life skills are important in our everyday lives by gaining the knowledge and ability to practice these skills for themselves.

Therefore, Room to Read is seeking one or more partners to pilot the implementation of the videos in their program(s) along with any accompanying lesson plans and materials that may be required. **The underlying goal of this initiative is to ensure that as many young people as possible can benefit from the videos and the inspiration associated with them.**

As a partner, your organization will have an opportunity to enhance your program(s) with additional life skills content, be an active partner in adapting any accompanying materials for your programs and context and develop a strategy for implementing and scaling this work beyond the pilot. Participating organizations will receive financial and technical support to use the methodology in practice with upper primary and secondary school-age children over the course of one year (from mid-2024 to mid-2025).

This letter is not a request for a proposal, but an opportunity for Room to Read to learn more about your organization. At this point in time, we are only seeking high-level information about your organization to evaluate a potential partnership based on the project goals. Additional details will be requested at a later stage if Room to Read and your organization agree to pursue a formal relationship through the project.

To guide application submission, attached are:

- Annex I [General Instructions](#)
- Annex II [Terms of Reference \(TOR\)](#)
- Annex III [Application Form](#)
- Annex IV [Budget Template](#)

Please email applications to the following email address by **25 July 2024**.

Email:

To: esther.muthoga@roomtoread.org

CC: zamaradi.islahi@roomtoread.org

Subject line:

SCC_APP/GEP_2024 – *Name of your organization*

Please acknowledge the receipt of this letter and indicate whether or not you will be submitting an application. For any clarification, please contact: Esther Muthoga, Program Manager, Partnership and Expansion, Room to Read (esther.muthoga@roomtoread.org).

On behalf of Room to Read,

A handwritten signature in black ink, appearing to read "Collins W. Munene".

Collins W. Munene
Regional Director, Program Operations, Africa
Room to Read

ANNEX I – General Instructions

1. Application components:

Applying organizations are requested to submit the following components of the application:

- a) Application questions (Annex III)
- b) Estimated budget (Annex IV)

2. Application questions:

The application questions are an opportunity for Room to Read to learn more about your organization and current work.

Please respond to the questions to the best of your knowledge using the form in Annex III. Leave questions blank if they are not applicable or cannot be answered.

Responses will help determine synergies between your organization and the missions and vision of the project, including areas where your organization can provide support as well as areas where Room to Read can complement your organizational goals.

3. Estimated budget:

Please provide an estimated budget based on local costs. An example budget template can be found in Annex IV with an outline of services.

Please base your cost estimates on implementation of the life skills videos with young people. Provide a detailed cost breakdown, where feasible.

Assume a team of one or more dedicated persons to lead this work. Personnel can be part-time but should be able to allocate an adequate level of effort to achieve project deliverables on time, on scope and with quality.

The estimated budget will be used as a basis for further costing research for the project. The estimated budget is not a formal budget proposal. Further costing and budgeting discussions will be undertaken if Room to Read and your organization agree to pursue a formal partnership through the project.

4. Application currencies:

Please quote all costs in United States Dollars (USD).

5. Labelling and submitting applications:

Please submit applications in PDF format to esther.muthoga@roomtoread.org with the subject line: SCC_APP/GEP_2024 – *Name of your organization*

Please label files in the following manner:

- *Name of your organization* – Application.
- *Name of your organization* – Estimated Budget.

6. Timing of submissions

Partners are invited to submit applications for the *She Creates Change* pilot project on or before **25 July 2024**.

7. Evaluation of applications

Applications will be evaluated based on the project goals and deliverables and the 'Selection Criteria' listed in the TOR. Room to Read will follow up with organizations over email or phone if clarifications are required.

8. Next steps

- Room to Read will follow up with all organizations regarding the status of their proposed collaboration with the *She Creates Change* project by **15 August 2024**.
- For organizations most aligned with the scope of the project, follow up discussions will take place to confirm fit with the overall mission and vision of the project.
- Where there is mutual agreement to form a partnership, Room to Read will request additional information about the organization's structure, licenses and financing.
- For organizations receiving potential financial support, discussions will take place to finalize costing and budgeting.

ANNEX II – Terms of Reference (TOR) for *She Creates Change* Partnership for Implementing Life Skills Videos with Young People

1. Background of Room to Read

Founded in 2000 on the belief that World Change Starts with Educated Children®, Room to Read is creating a world free from illiteracy and gender inequality through education. We are achieving this goal by helping children in historically low-income communities develop literacy skills and a habit of reading, and by supporting girls as they build life skills to succeed in school and negotiate key life decisions. Room to Read collaborates with local communities, partner organizations and governments to test and implement innovative models that can be integrated into the education system to deliver positive outcomes for children at scale. To date, Room to Read has benefited more than 39 million children and has worked in 24 countries and in more than 192,000 communities, with additional support through remote solutions that facilitate learning beyond the classroom.

Building local capacity to support, sustain, and scale Room to Read programs is critical organization's success. By focusing on the quality of education provided within the communities and ensuring outcomes are measured, Room to Read has created a model that can be replicated, localized and carried forward by others, including local governments and partner organizations. Through this approach, Room to Read is able to share our program model and provide the necessary technical assistance to test the model and adapt it to reach more children in new geographies.

Complementing these efforts in the area of gender equality, in collaboration with a global network of stakeholders, Room to Read developed the *She Creates Change* initiative. [*She Creates Change*](#) is a multi-media storytelling initiative – spanning award-winning animated and live-action films, illustrated books and compelling audio stories – that boldly aims to reach all 432 million adolescent girls (ages 12-18) in the world with content and educational curricula. Exploring subjects like financial literacy, discrimination, climate justice, menstruation, and harassment, *She Creates Change* amplifies the true stories of relatable young women to show girls that they, too, can create positive change in their own lives and communities.

2. Summary of the Project

Central to *She Creates Change*, is a six-video film series featuring narrative stories of six courageous young women from historically low-income communities (see video summaries in Annex A). A key objective of the *She Creates Change* initiative is to highlight essential life skills in each story and allow other young people to understand how and why life skills are important in our everyday lives by gaining the knowledge and ability to practice these skills for themselves.

To achieve this objective, Room to Read is seeking one or more partners to work in collaboration with Room to Read to pilot the implementation of the videos in their program(s) along with any accompanying lesson plans and materials that may be required. **The project's underlying goal is to work with partners to ensure that as many young people as possible can benefit from the videos and the inspiration associated with them.**

To support partners, Room to Read offers these educational videos and, if required, tailored lesson plans and other curriculum materials to meet the specific needs and circumstances of each partner organization, subject to Room to Read's licensing terms. Room to Read can provide adaptations of any accompanying materials to ensure they are suitable for the intended audience. The partner organization will pilot the videos and any required materials with young people in their programs, facilitated by their teams or educators in schools or non-formal education settings. Based on feedback and insights gained during the pilot phase, accompanying materials and processes can be revised. The videos and any accompanying materials are intended to be carried forward by the partner for broader use in their programs after the project period, subject to the agreement on licensing terms.

The partner teams, educators and young people involved with this project will be part of a global movement to make change for women and girls around the world. Room to Read recognizes, for example, that five out of six of the videos feature adolescent girls in the Asia context. However, the situations and challenges experienced by each girl in the videos are scenarios that are widespread and common globally such as food insecurity, limited financial resources, and harassment. It is, therefore, important to understand and collaborate with partner(s) on

how to feature these videos for young people in the Africa context through guided facilitation and any locally relevant materials that accompany the videos.

3. Scope of Work

3.1 Description of Activities: Room to Read is looking for a partner interested in incorporating the *She Creates Change* videos and any accompanying materials, into their programming, either as additional resources to a developed program or curriculum or used independently with adolescent participants in upper primary and/or secondary school. This work will entail: (1) contextualizing any required lesson plans and curriculum materials for each video¹; (2) showing the videos and piloting any materials with young people, particularly girls; (3) gathering feedback from young people as well as educators and partner team members and, if needed, revising the materials in line with the feedback; and (4) providing monitoring data and, if deemed appropriate, evaluation data, to Room to Read.

3.2 Duration: The ideal period for this project is from mid-2024 to mid-2025².

3.3 Room to Read's Contributions to the Project: Room to Read will contribute to the project by providing the following services and resources:

- Life-skills videos, to provide a basis for lesson plans and accompanying materials to be developed.
- Lesson plans and other curriculum materials (as needed) to accompany each video.
- Technical support to:
 - Contextualize any lesson plans and curriculum materials to the specific needs and circumstances of the partner organization and intended audience.
 - Revise any lesson plans and curriculum material based on feedback from the pilot for partner to continue to carry forward the videos in their programs.
- Monitoring tools and, if appropriate, an evaluation tool for the project.
- If needed and agreed, funding to support activities for adapting materials and piloting and monitoring the program.
- Facilitators' guides or similar materials, as requested by the partner.

3.4 Requested services from Partner: The Partner will contribute to the project by providing the following services:

- Dedicate one or more team members to coordinate project activities and liaise with Room to Read to develop a project workplan, inform the localization of any accompanying materials and pilot the videos.
- Provide input into the contextualization of any accompanying materials to ensure materials are inclusive, non-discriminatory, representative and responsive to the needs of the partner organization and intended audience.
- Conduct training for facilitators or teachers regarding the content of the videos and their delivery.
- Support facilitators to implement the life-skills sessions, including providing ongoing coaching/mentoring to enhance their effectiveness in delivering the program.
- Gather feedback on the videos, as well as any lesson plans and curriculum materials, from the partner team, facilitators, teachers, and young people engaged in the life-skills sessions.
- Work in collaboration with Room to Read to contextualize any monitoring and evaluation tools; gather monitoring data and, if appropriate, collect evaluation data.
- Lead operational and logistical support to implement the project, including:
 - Determining the location, the number of schools, required technology, facilitators and intended audience for the project.
 - Coordinating local travel to support training and implementation.
 - Tracking and reporting on project implementation and spending.

¹ Where using all six videos is ideal for promoting a more holistic understanding of key life-skills among young people, Room to Read is also open to considering a partial program where only a few of the videos are used.

² Where mid-2025 is the anticipated close of the project period, Room to Read remains flexible on 2025 timelines to ensure partners are able to align piloting with their own program activities and/or the academic school year in their context.

- Coordinating project-related communication, security, travel, and other logistics within local context.
- Managing local risks associated with the project.

4. Partner Deliverables

Deliverables	On or before*
	2024 - 2025
Project workplan outlined and finalized with Room to Read	Month 1
Videos dubbed and/or subtitles translated into the local language of the intended audience.	Month 2-6
As needed, any required lesson plans and curriculum materials contextualized in collaboration with Room to Read to accompany the screening of the videos	Month 3-4
As needed, lesson plans and curriculum materials translated into local language(s) for piloting.	Month 5-6
Implementation plan for piloting the program finalized, including timeline, location, the number of schools, required technology, facilitators and intended audience for the project, etc.	Month 5-6
Monitoring and evaluation tools developed, as appropriate, in collaboration with Room to Read.	Month 6
Facilitators and educators trained on the videos and any lesson plans and curriculum materials.	Month 7
Pilot the <i>She Creates Change</i> program (videos and any lesson plans and curriculum materials) with young people.	Month 8-10
Feedback on the program received from partner team, facilitators, teachers and young people engaged in the life-skills sessions.	Month 8-10
Monitoring and/or evaluation data compiled and analyzed, as appropriate.	Month 11
Implementation processes and any lesson plans and materials revised based on feedback and monitoring/evaluation data.	Month 12
Sustainability plan developed that outlines how the videos will be integrated into partner program(s) and/or educational frameworks or other platforms to reach more young people.	Month 12

*Timeline is subject to change

Partner Relationship to Room to Read: Room to Read, as the technical lead for the project, will be responsible for supporting the technical inputs for all project plans, providing guidance for video dubbing/translation, and contextualizing any accompanying materials in line with localized input from the Partner. The Partner, in turn, oversees local implementation, operations and logistical support for the project, including coordination of video translations and localized inputs for any accompanying materials, piloting the videos with young people in schools or non-formal education centers as well as monitoring and (as necessary) evaluation.

5. Partner Criteria: Room to Read is seeking a Partner with the following background and qualifications:

- A mission related to education, girls' education and/or gender transformative education.
- A local presence and is currently implementing programs with young people, especially adolescent girls.
- At least five years' experience implementing successful programs and/or projects with adolescent girls, including program operations and logistics.
- An interest and ability to integrate the videos into their program(s) and continue to use the videos after the pilot.

- Access, or the ability to recruit, skilled facilitators or teachers to implement the life skills sessions.
- A good professional standing with local government(s) and within local communities.
- A deep understanding of the local cultural norms, traditions, and beliefs regarding education, especially girls' education.
- Ability to identify potential risks, such as logistical challenges, or community resistance, and outline proactive measures to mitigate or address them.
- Ability to commit to the full scope and timeline of the project.
- Shares the same level of excitement for the project as Room to Read.
- Understands the connection between the project and the global movement to make change for women and girls around the world.

Annex A:
***She Creates Change* Video Summaries**

Video	Themes*	Summary
Naifat (Tanzania)	<ul style="list-style-type: none"> • Building self-awareness & identity 	After her parents' divorce punishes her self-esteem, Naifat discovers music, begins performing and finds newfound confidence through the power of her own voice.
Dewmini (Sri Lanka)	<ul style="list-style-type: none"> • Climate justice • Financial literacy 	When her family tries to send her away to work, Dewmini teaches herself to garden, discovers a passion for climate advocacy and transforms her family's future.
Diksha (Nepal)	<ul style="list-style-type: none"> • Menstruation • Body positivity 	When discriminated against because of her dark skin, Diksha discovers the power of self-love and becomes a compassionate leader for marginalized girls.
Keya (Bangladesh)	<ul style="list-style-type: none"> • Safety & security • Personal advocacy (<i>I have rights</i>) 	When a group of boys bullied Keya and her friends on the way to school for years, the community failed to protect them. Keya almost dropped out of school. Instead, she spoke up to her teachers and town leaders and asked them for help. They listened and stopped the boys from harassing Keya and her friends.
Trang (Vietnam)	<ul style="list-style-type: none"> • Relationship building • Goal setting 	Despite innumerable financial and technological barriers, Trang launches a comedy show on YouTube, becoming the first teen influencer from the Mekong Delta and a national icon.
Yashika (India)	<ul style="list-style-type: none"> • Safety & Security 	To defend herself against constant harassment, Yashika takes up Karate, becomes a national gold medalist and starts teaching other teen girls how to defend themselves.

See *She Creates Change* [video trailer](#)

* Each of the six videos integrates the essential life skills included in Figure 1 below. These skills empower adolescent girls to confront challenges and surpass obstacles hindering their potential. The lesson plans and accompanying materials will delve deeper into these skills, exploring their significance and providing activities for participants to practice them in overcoming hurdles and achieving their aspirations. These plans will also delve into the thematic elements of each video, ensuring a comprehensive exploration of the topics while reinforcing the importance of life skills through practical application.

Collaboration	Critical Thinking	Decision-Making	Leadership	Resilience
Capacity to cooperate with others to advance the wellbeing of the group.	Capacity to analyze facts and form an independent opinion through analytical thinking.	Capacity to choose a course of action from various possibilities and arrive at a solution that advances personal and societal well-being.	Capacity to inspire, guide or motivate others to take positive action.	Capacity to adapt and persist in the face of adversity.

Figure 1. Essential Skills of the Room to Read Life Skills Framework

ANNEX III – Application Form (*She Creates Change*)

Name of Organization :
Organization Mission and Vision :
Contact details Name: Role (job title): Address: E-mail: Tel: Fax: Website:
Proposed collaboration with Room to Read (check <input checked="" type="checkbox"/> all that apply): <input type="checkbox"/> Participation with funding (receive funding for implementing the videos with youth/adolescents, including funding for educator training, adapting videos, and adapting, printing and distributing any accompanying materials). <input type="checkbox"/> Participation without funding (your organization offers to cover the cost of implementing the videos with youth/adolescents, including funding for educator training, adapting videos, and adapting, printing and distributing any accompanying materials). <input type="checkbox"/> Other (please specify) :

Contribution to your work

How does your organization plan to use the lessons learned from the Room to Read project to complement your mission and vision? Please include mention of the use of technology.

GENERAL INSTRUCTIONS

Please provide brief responses to the following questions. Leave blank if a question is not applicable.

A. Organizational background

This section will help Room to Read learn more about your organization's history and work related to life skills / girls' education.

1. Background of your organization, including the year of establishment.
2. A brief description of current activities.
3. In which province(s) is your organization working (past and present)?

B. Experience in working with life skills/girls' education programs

This section will help Room to Read learn more about your work related specifically to life skills and/or girls' education. Room to Read is interested in understanding what your organization does well and where you perceive Room to Read can add value to your program(s).

1. What is the number of youth/adolescents that you currently reach through your program(s)?

Approximately what percentage of the youth/adolescents reached are girls?

How many youth/adolescents do you expect to reach through the *She Creates Change* project?

2. Where are your programs operating? ☐ Schools ☐ NFE settings ☐ Other

3. Where applicable, please provide a brief description of your organization's experience in implementing any of the following components of a life skills or girls' education program. Highlight any key successes and areas for improvement. (Photos are welcome)

- a. Educator/Mentor training
- b. Mentoring youth/adolescents
- c. Life skills curriculum
- d. Materials development
- e. Multi-media/Broadcasting
- f. Family/Community engagement
- g. Monitoring and support
- h. Other

4. In the next 3 years, what are your plans to expand your work in life skills / girls' education:

- a. In what region(s), province(s) or district(s)?
- b. To approximately how many more schools, non-formal education centers, or other sites?
Upper Primary Schools
Secondary schools
Non-formal education centers
Other sites
- c. Approximately how many more youth / adolescents will be reached?
- d. Other

C. Organizational capacity

This section helps provide understanding about the time and availability of team members to become involved in the project. Room to Read aims to engage organizations who have the capacity and motivation to champion work both during and after the project.

1. Is your organization able to engage with the project from mid-2024 to mid-2025? ☐ Yes ☐ No
2. Are you able to assign one or more team members to implement the project on time, within scope and with quality? ☐ Yes ☐ No
3. Will these team members be available for the full duration of the project, including full-time when facilitating educator workshops and during support and monitoring visits? ☐ Yes ☐ No
4. Will additional team members need to be recruited to support the project? ☐ Yes ☐ No
If yes, please describe your strategy and timeline for recruiting new team members:
5. Through your program(s) or networks, are you able to identify facilitators who can conduct workshops for educators on how to implement the videos? ☐ Yes ☐ No
6. Through your program(s) or networks, are you able to identify educators who can implement the videos and lessons with youth/adolescents? ☐ Yes ☐ No

D. Site selection

Partners will be requested to select schools, non-formal education centers or other sites in a similar geographic area to enable cost effective support and monitoring for the pilot.

1. Are you able to identify 6-10 project sites (e.g. schools, non-formal education centers or other sites) that meet the following criteria to implement the videos and lessons?
 - Sites where you already implement programs with youth/adolescents. ☐ Yes ☐ No
 - Leadership (e.g. a principal, NFE center director, etc.) who is motivated to engage in the project. ☐ Yes ☐ No

- Sites that have access to a laptop and projector to show the videos. ☐ Yes ☐ No
- Sites that have a dedicated educator that can be assigned to manage the project and attend trainings. ☐ Yes ☐ No
- Sites that have at least two educators available to attend training and implement the videos and lessons with youth/adolescents. ☐ Yes ☐ No

E. Video implementation and technical support

This section helps Room to Read understand about your plans related to implementing the videos. Room to Read hopes to engage with partners who are willing and able to use all six videos in order to promote a more holistic understanding of key life-skills among young people; however, Room to Read is also open to a partial program if not all themes are relevant to an organization's program.

1. Where do you plan to show the videos to youth/adolescents? For example, in schools, through non-formal education programs, in after-school programs/clubs, community event(s), etc.

2. Are you able to implement all six videos able to complement your program? ☐ Yes ☐ No

If not, which videos will be you planning to implement?

<u>Videos</u>	<u>Themes</u>
<input type="checkbox"/> Naifat	[Building self-awareness & identify]
<input type="checkbox"/> Dewmini	[Climate justice; Financial literacy]
<input type="checkbox"/> Diksha	[Menstruation; Body positivity]
<input type="checkbox"/> Keya	[Safety & security; Personal advocacy]
<input type="checkbox"/> Trang	[Relationship building; Goal setting]
<input type="checkbox"/> Yashika	[Safety & security]

Please explain:

3. What technical support, if any, will your organization require from Room to Read to implement the videos in your program(s)?

- ☐ Life skills curriculum alignment
- ☐ Video lesson plans
- ☐ Facilitator guides
- ☐ Teacher training guide
- ☐ Professional development materials related to specific life skills / themes
- ☐ Monitoring and evaluation tools

Other:

F. Financing

Selected organizations will be required to complete financial due diligence questions and agree to Room to Read's standard license and agreement. Partner organizations that receive financial support will receive

payment through reimbursement. Payment will be dependent on deliverables and allocated approximately once a month after invoices are submitted and accepted.

1. What was your organization's annual operating budget for the past three years? Share your last 3 audited financial statements as part of submission.

	<i>From</i> <i>(month/year)</i>	<i>To</i> <i>(month/year)</i>	<i>Amount</i> <i>(USD)</i>
Year 1			
Year 2			
Year 3			

2. Has your organization received project funding through reimbursement (vs. advanced payment) in the past? ☐ Yes ☐ No
3. Will it be feasible for your organization to operate under a reimbursement model? ☐ Yes ☐ No



ANNEX IV – Budget Template

GENERAL INSTRUCTIONS

In a separate file, please provide an estimated budget based on local costs using the outline of services below.

For budgeting purposes, assume lesson plans, materials are required for all six videos, and implementation takes place in 10 locations (e.g. schools, non-formal education or other locations).

Provide a detailed cost breakdown, where feasible. All prices/rates should be inclusive of all necessary taxes.

Estimated Budget
Proposal Ref: SCC_APP/GEP_2024
Total Estimated Budget [currency/amount]:

1. PERSONNEL

	Description	No. of persons	% Time	Unit Cost	Total
1.1	Dedicated lead				
1.2	Other, if relevant				
SUBTOTAL					

2. VIDEO DUBBING OR SUBTITLES, IF REQUIRED

	Description	No. of videos	No. of units	Unit Cost	Total
2.1	Script translation	6			
2.2	Voice casting and recording	6			
2.3	Audio editing / mixing	6			
2.4	Subtitling	6			
2.5	Other				
SUBTOTAL					

3. LESSON PLANS AND CURRICULUM MATERIALS AND SUPPLIES

	Description	No. of units	No. of units	Unit Cost	Total
3.1	Translation	10 documents	10 pages		
3.2	Printing	10 documents	10 pages		
3.3	Distribution				
3.4	Other				
SUBTOTAL					

4. TRAINING WORKSHOPS

	Description	Total
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4.1	Facilitator ToT workshop on how to implement the videos and lessons – (3 days, number of persons)	
4.2	Educator workshop on how to implement the videos and lessons with youth/adolescents – (2 days, number of persons)	
SUBTOTAL		

** Please provide a breakdown of workshop costs including related travel, accommodation and per diem for participants.*

5. TRAVEL TO SUPPORT AND MONITOR VIDEO IMPLEMENTATION AND LESSONS

	Description	No. of visits	No. of units	Unit cost	Total
5.1	Transportation				
5.2	Meals (if applicable)				
5.3	Lodging (if applicable)				
5.4	Other (if applicable)				
SUBTOTAL					

6. OTHER

					Total
6.1					
SUBTOTAL					