

16 February 2023

Dear Madam/Sir

Women without Borders (WwB) is currently soliciting proposals for an organisation based in Indonesia to act as the Local Implementing Partner for our *MotherSchools: Parenting for Peace* programme for **ONE REGION**. Please find attached the following RfP package for your attention:

Attachment I: WwB RfP Cover Letter (*this document*)
Attachment II: WwB RfP Instructions for Local Implementing Partner
Attachment III: WwB RfP LIP MotherSchools Budget TEMPLATE
Attachment III.a: WwB RfP Budget Instructions
Attachment III.b: WwB RfP LIP Cost Structure
Annex I: WwB RfP Scope of Work for Local Implementing Partner
Annex II: WwB RfP Assessment, Monitoring & Reporting
Annex III: WwB RfP Local Implementing Partner Profile & Responsibilities

Please submit your questions and proposals in the prescribed format by the said deadline to office@wwb.org with the subject line: 'MotherSchools: Parenting for Peace Indonesia 1 Region + your organisation's name'.

We look forward to receiving and reviewing your proposal.

Thank you and kind regards,
Women without Borders

Women without Borders

Phone +4315334551
Email office@wwb.org
Website wwb.org

[Homepage](#) | [Newsletter](#) | [Instagram](#) | [Facebook](#) | [YouTube](#) | [Twitter](#) | [LinkedIn](#) | [Soundcloud](#)

MotherSchools 2023-2024

Parenting for Peace in Indonesia | 1 Region

Request for Proposals (RfP) for Local Implementing Partner

Table of Contents

REQUEST FOR PROPOSALS (RFP).....	2
BACKGROUND.....	2
ASSIGNMENT PURPOSE	2
ROLES AND RESPONSIBILITIES OF LOCAL IMPLEMENTING PARTNER	3
CONTENT AND FORMAT OF PROPOSALS	4
EVALUATION CRITERIA AND SELECTION FOR AWARD.....	5
PROPOSAL SUBMISSION INSTRUCTIONS.....	5
DISCLAIMERS.....	6
WOMEN WITHOUT BORDERS CONTACTS.....	7

RfP Package

Attachment I:	WwB RfP Cover Letter
Attachment II:	WwB RfP Instructions for Local Implementing Partner (<i>this document</i>)
Attachment III:	WwB RfP LIP MotherSchools Budget TEMPLATE
Attachment III.a:	WwB RfP Budget Instructions
Attachment III.b:	WwB RfP LIP Cost Structure
Annex I:	WwB RfP Scope of Work for Local Implementing Partner
Annex II:	WwB RfP Assessment, Monitoring & Reporting
Annex III:	WwB RfP Local Implementing Partner Profile & Responsibilities

Request for Proposals (RfP)

Funding Amount: 30,000 USD
 Type: Sub-award
 RfP Issuance Date: 2022
 Submission Questions: N/A
 Submission Deadline: N/A

Type of Applicant: Organisations; individuals are not eligible to apply
 Number of Applicants: One (1) per applicant organisation
 Anticipated Award Date: Within 2 weeks of RfP submission deadline
 Estimated Project Start Date: 2023
 Estimated Project End Date: 2024
 Project Duration: 12 months
 Location: Indonesia
 Funding Opportunity #: SFOP0008055
 CFDA: 19.701 – Global Counterterrorism Programs

Women without Borders (WwB) announces a Request for Proposals (RfP) for organisations interested in submitting proposals as Local Implementing Partner (LIP) for the implementation of the WwB ‘MotherSchools: Parenting for Peace’ programme. Eligible organisations interested in submitting an application are encouraged to review this RfP thoroughly to gain a comprehensive understanding of the nature of the project and the RfP review process, and to appropriately respond to the application submission requirements.

Background

The MotherSchools Model in practice is a pioneering, family-centred prevention programme developed by Women without Borders (WwB) in order to address the rising threat of extremism among vulnerable youth. As a community-based intervention strategy, MotherSchools upgrades existing social services by providing local stakeholders with the essential structures, tools, and skills to address and prevent the spread of extremist ideologies. The programme convenes mothers in an effort to advance their individual capacity, capabilities, and emotional literacy, and to increase their awareness of radical influences. This strategy empowers women and harnesses their potential to confront the threat of radicalisation in at-risk communities. The programme has to date engaged over three thousand mothers in 16 countries across Western and Eastern Europe, South and Southeast Asia, the Middle East, and Sub-Saharan Africa.

Assignment Purpose

Implementing the ‘MotherSchools: Parenting for Peace’ Model in 1-5 municipalities/districts/wards in Indonesia to equip mothers with the competence and confidence to translate their unique potential into action and safeguard their children from extremism in their communities. **The MotherSchools programme is implemented in three phases over the course of 12 months. The MotherSchools Sessions span 10 workshops with 5 MotherSchools Groups running in parallel and engaging 25 MotherSchools Participants per MotherSchools Group.**

The MotherSchools Programme spans three phases: 1) Project Set-up and Train the Teacher Workshop, 2) MotherSchools Roll-out, and 3) Graduation Ceremony. Women without Borders carries this out in close cooperation with the Local Implementing Partner. Phase 1 of the programme is focused on the project set-up, and particularly in identifying all involved parties: MotherSchools Teachers, Notetakers, and Participants. The MotherSchools Teachers and Notetakers are trained by the Women without Borders team so that in Phase 2 the MotherSchools can be rolled out. The programme concludes in Phase 3 with the MotherSchools Graduation Ceremony to honour the mothers’ commitment and dedication to their children and communities.

Roles and Responsibilities of Local Implementing Partner

Local Implementing Partner

The Local Implementing Partner (LIP) is a local organisation with a track record of strong project management, an understanding of the challenges on the ground, and the capacity and capability to partner with Women without Borders (WwB) for the local implementation of the MotherSchools programme.

The LIP represents the local activities of WwB in relation to the ongoing MotherSchools programme at the local level. They are responsible for the local project management, mobilising, local logistics, and coordination. Furthermore, the LIP is in close contact with WwB throughout the course of the programme.

Phase I: Programme Set-up & Training

Summary Phase I

Phase I lays the foundation of the programme in three respects: securing all direct stakeholder participation and indirect stakeholder support; planning logistics; and setting the tone and defining the direction of the programme.

Phase I Milestones

- Kick-off Workshop WwB and LIP (Organised by WwB)
- Information Session with MotherSchools Teachers and Participants held (Conducted by LIP)
- Entry Questionnaires Participants (Conducted by LIP)
- Entry Interviews Teachers, Notetakers and Participants (Conducted by WwB organised by LIP)
- Train the MotherSchools Teacher Workshop (Conducted by WwB organised by LIP)

Phase II: MotherSchools Roll-Out & Monitoring

Summary Phase II

Phase II focuses on delivering the MotherSchools Curriculum to Participants and monitoring progress for the purpose of gaining a deeper understanding of context-specific dynamics and advancing the overall MotherSchools Model; the bulk of preparatory and organisational activities will have begun during the previous phase. Phase II commences with the conclusion of the Train the MotherSchools Teacher Workshop.

Phase II Milestones

- 5 groups of MotherSchools rolled-out in parallel over a period of 10 weeks, meetings held once per week.

Phase III: Graduation & Community Outreach

Summary Phase III

Phase III has the chief purpose of empowering the Participants in their communities through the MotherSchools Graduation Ceremony, which traditionally is attended by community stakeholders from all levels. Phase III's planning of the Graduation Ceremony should overlap with Phase II's MotherSchools roll-out.

Phase III Milestones

- MotherSchools Graduation Ceremony (public event), (Responsible: WwB & LIP)
- Exit Questionnaires Teachers and Participants (Conducted by LIP)
- Exit Interviews Teachers and Participants (Conducted by WwB, organised by LIP)

Content and Format of Proposals

In order for Women without Borders to conduct the most efficient review of proposals received, applicants are requested to submit the **Technical Proposal** elements in a separate document from the **Cost Proposal**.

Proposal Narrative

Proposals Narratives must be presented and submitted as follows:

- a. Technical Information – not exceeding 1 page. See table on the last page of this document.
- b. Organisational Profile – not exceeding 5 pages. This section must include the following:
 - Organisation Overview: Describe the background of the organisation and the work that you do (e.g. related experience, focus areas, philosophy, examples or recent and current projects, etc.). Please clearly indicate the organisation's status as a locally-registered entity and capacity to provide requested services based on your organisation's experience and background.
 - Regional Footprint: Demonstrate your regional presence, specifically discussing your network of contacts and connections to facilitate outreach and selection of the required target group to attend the MotherSchools (i.e. mothers who are concerned about extremism within their family or community).
 - Past experience: Demonstrate competency and relevant related past experience in the areas relating to the RfP.
 - Personnel: Outline the qualifications, experience, and skills of staff members who will lead and oversee this activity (project), doing so also for the subject matter experts who will provide expertise for implementation of the MotherSchools courses (MotherSchools Teachers). Please provide an outline of how qualifications relate to the anticipated activities.
- c. Technical Approach - The technical approach shall not exceed 10 pages, and should include the following sections:
 - Technical Outline and Methodology: Describe your organisation's proposed technical approach with respect to how it envisions operationalising the activities in accordance with the project aims, as outlined in Phases I through III of the 'Roles and Responsibilities of Local Implementing Partner' section (including, inter alia: where or in which regions you would implement the MotherSchools and why; how you would go about the mobilisation process of key actors [MotherSchools Teachers, Notetakers, and Participants]; how you would reach the beneficiaries of the programme—with an emphasis on the MotherSchools Participants and the precautions you would take when reaching out to them; and which venues you would choose for trainings, sessions, and interviews, and your rationale behind these choices).
 - Risk Mitigation: Outline any risks or obstacles you foresee (i.e. Covid-19) and how your organisation will address and mitigate these risks.
 - Privacy and Confidentiality precautions and guidelines.
- d. Past Performance References not to exceed 4 pages:
 - Provide at least two (2) professional references for successful prior awards/contracts where similar services or supplies have been provided, with permission for Women without Borders to contact donors for whom performance references are provided. Please include: Name and number of the contract (if any) and a brief description of the services provided; Donor's name, address and website (if available); and, current contact information (name, telephone number, and e-mail address) of a representative who can comment on the applicant's services.
 - Provide an overview of relevant past projects, including title, year of implementation, budget size, and a brief 2-4 sentence summary of key objectives or activities. (see table on the last page of this document)

Cost Proposal

Cost Proposals must be organised as follows:

A budget detailing the costs of the work proposed to implement as outlined for Phases I through III in Section: **Roles and Responsibilities of Local Implementing Partner** and in further detail in

Annex I WwB RfP Scope of Work for Local Implementing Partner. Please use the attached template (*Attachment III LIP MotherSchools Budget TEMPLATE*) and reference (*Attachment III.a WwB RfP Budget Instructions; Attachment III.b WwB RfP LIP Cost Structure*) for further instructions. The budget must provide a breakdown of costs including all labour, logistics, communications, equipment, and other materials, plus any overhead or indirect costs, if applicable.

All costs must be inclusive of the relevant taxes to which the organisation is bound by local and/or federal law; this may include, but also may not be limited to, VAT and government tax.

Evaluation Criteria and Selection for Award

Women without Borders anticipates that the award will be made to the most responsible, responsive, eligible, and qualified applicant, and whose capability to successfully provide the required deliverables is rated highest on a best-overall-value basis. The technical ranking will be made on the basis of the following criteria, as demonstrated in applicants' proposals, and are listed below along with the maximum points to be awarded for each criterion:

Evaluation Criteria

- Demonstrated competency and related past performance in conducting activities of similar complexity and timeframe: 10 points
- Demonstrated experience in carrying out projects of similar subject matter, as outlined in 'Past Experience' section: 15 points
- Demonstrated institutional record of successful work in target region: 10 points
- Articulates past performance and experience in working with relevant local communities and target groups, and demonstrates access to relevant local community and target group: 15 points
- Clearly outlines the technical approach to achieving the Scope of Work, as outlined in *Annex I WwB RfP Scope of Work for Local Implementing Partner* including level of understanding of SOW requirements, work plan and management approach, implementation timeline, and quality control measures: 30 points
- Staffing plan and qualifications of personnel proposed, especially with respect to proposed subject matter experts: 10 points
- All budget items are allocable, reasonable and necessary, and linked to programme objectives, and also demonstrate efficient use of the funds: 10 points

Proposal Submission Instructions

Technically eligible submissions should: 1) Arrive via email (office@wwb.org) with the subject line: "MotherSchools: Parenting for Peace Indonesia 1 Region and your organisation's name" by the indicated deadline, and 2) heed all instructions contained in the RfP and the 'Content and Format of Proposals' section.

Format

- All Microsoft Word documents are single-spaced, 12 point
- All documents must be submitted in English

Page Limits

- Technical Information – not exceeding 1 page, document format: Word
- Organisational Profile: not exceeding 5 pages, document format: Word
- Technical Approach: not exceeding 10 pages, document format: Word
- Past Performance References: not exceeding 4 pages, document format: Word
- Cost Proposal: document format: Excel
- Curriculum Vitae of project staff: not exceeding 1 page (per staff member)

Women without Borders may request clarification and supplemental materials from applicants whose proposals have a reasonable chance of being shortlisted.

Disclaimers

I. Financing

Issuance of this RfP does not constitute an award commitment on the part of Women without Borders, nor does it commit Women without Borders to pay for costs incurred in the preparation and submission of an application. In addition, a final award cannot be made until funds have been fully appropriated, allocated, and committed through internal procedures.

While it is anticipated that these procedures will be successfully completed, potential applicants are hereby notified of these requirements and conditions for the award. Applications are submitted at the risk of the applicant. All preparation and submission costs are at the applicant's expense.

II. Submission

It is the responsibility of the applicant to ensure that the application package has been received by Women without Borders in its entirety by the deadline. Incomplete applications will be considered ineligible.

Women without Borders bears no responsibility for data errors resulting from transmission or conversion processes associated with submissions.

III. Security

The safety and security of all participants and activities under this project are the sole responsibility of the award recipient.

IV. Child Protection

If your project has a direct or indirect impact on children and their rights, indicate it clearly in the proposal. This includes photos, filming, quotes, etc. Ensure that your project takes into account child rights approach, i.e. that all the rights of the EU Charter of Fundamental Rights and the United Nations Convention on the Rights of the Child (UNCRC) and the Optional protocols, are respected, considered, protected, and met. The project should view and address children as rights holders and should take their rights and roles into consideration when designing and implementing the project.

V. Data Protection

It is the responsibility of the applicant to adhere to all data protection regulations, including the General Data Protection Regulation (GDPR), and to ensure that all staff members, contractors, and other key personnel are aware of GDPR regulations and strictly follow guidelines. During data collection and when collecting data from programme participants, ensure that your organisation will have the necessary informed consent forms, confidentiality agreements, and data security protocol.

VI. Ethical Considerations

WwB follows universally-accepted standards for ethical and professional conduct at all stages of the project and expects its sub-awardees to abide by these also. The sub-awardees will be required to abide by the following ethical guidelines for carrying out the project activities:

1. Respect and safeguard the rights of free will, privacy, confidentiality, and well-being of respondents
2. Obtain informed consent from every respondent
3. Maintain sensitivity to cultural and social differences

Failure to follow these ethical guidelines may result in termination of the contract, and the sub-awardees also may be disqualified from future bidding.

VII. Other Information

Applicant organisations must demonstrate adherence to equal opportunity employment practices and commitment to non-discrimination with respect to beneficiaries. Non-discrimination includes equal treatment without regard to race, religion, ethnicity, gender, and political affiliation. Proposals that reflect any type of support for any member, affiliate, or representative of a designated terrorist or narcotics trafficking organisation, including elected members of government, will NOT be considered. This provision must be included in any sub-awards/sub-contracts issued under this award.

Women without Borders Contacts

Any questions concerning this RfP should be submitted in writing, by email, to Women without Borders via office@wwb.org, with the project title “*MotherSchools: Parenting for Peace Indonesia 1 Region and your organisation’s name*” in the subject line.

Please include the following in the Proposal Narrative

Please complete and include the following in the Proposal Narrative.

Organisational Profile:
Official name of the organisation:
Type of organisation:
Registration Number:
Registration Authority:
Date of Issue (Date organisation was founded):
Nationality or Ownership:
DUNS Number: <i>(if applicable)</i>
Contact Address:
Organisation’s Website:
Number of full-time employees (indicate number of female and male employees):
Point of Contact, Name:
Point of Contact, E-mail:
Point of Contact, Phone:

Projects in the last two consecutive fiscal year:

Project Name	Type of work	Short Description (2-4 sentences)	Donor	Estimated cost (USD)	Duration

MotherSchools 2023-2024

Parenting for Peace in Indonesia 1 Region

Request for Proposals (RfP) for Local Implementing Partner

The following provides an overview of cost categories and allowable expenses. This document should be used as a reference when designing the project budget, using *WwB RfP Attachment III LIP MotherSchools Budget TEMPLATE*.

COST CATEGORIES

Personnel – Separately indicate (in separate lines) individual personnel / staff who will be engaged in this project. Please include name of employee (for key staff only), their title under this award, and a brief outline of their roles and responsibilities for this project in the narrative. Indicate Level of Effort (LOE) by listing each individual's annual salary and the number of months / percentage of time devoted to this specific project. For general oversight, such as Executive Director, please include this in indirect costs and not under Personnel.

Travel – STAFF travel only. Indicate separate airfare or ground transportation per trip. Include origin and destination and follow the budget template.

Supplies – Supplies outlined in this category should and will only be used directly for this programme and must be **allocable and essential** to successfully implement the project (i.e. office supplies, which could be used for other programmes, should be included in Indirect Costs). Itemise, using **unit** costs to the maximum possible extent.

Equipment – (*typically not applicable*): Equipment that is **allocable and essential** to successfully implement this project must be justified under Rationale in the budget template. Listed equipment must be physical property (including IT systems) and must have a lifespan and demonstrated use at a minimum of one year and with a unit cost of \$5000 or more.

Contractual – List sub-awards or individual contractual / consultant costs in this category. 1) *Sub-awards* (sub-recipients) are defined as legal entities who will be carrying out part of the award's activities under close supervision. If applicable, please provide the legal name of the sub-recipient entity, the lump sum to be allocated, and an additional detailed budget using the same budget template provided. All costs must be broken down in the same fashion, level of detail, and justified as the direct award recipient. 2) *Individual contractors* (consultants, evaluators, etc): Outline the roles and responsibilities of each individual contractor, provide the daily fee, and justify their involvement in the project. Contractor travel, airfare and/or per diem should be listed separately and indicated as such (insert more lines if needed).

Other Direct Costs – Outline any other costs that do not fall under the aforementioned cost categories and will be directly linked to this project (see: Indirect Costs below for clarification). This can include printing, copying, postage, venues, vehicle rental, visa or bank fees, or costs relating to project workshops, hosting, etc. Itemise, using **unit** costs to the maximum possible extent.

Indirect Costs

- Apply % of direct costs
- Indicate how the de minimis rate is applied, e.g., to administrative expenses, such as utilities and maintenance, to wages, or other administrative expenses.

COST-SHARING: Portion of programme costs not borne by WwB

If cost-sharing is willingly offered, either in cash or in-kind, please indicate so and list it in a separate column in the budget. Specify the amount in USD of each contribution and provide an explanation in the rationale column. If cost-sharing is implemented, the sub-recipient must comply with the same principles as this award and must be documented and with justification. If the proposed project is part of a larger umbrella programme, specify the other funding sources and list each source's funding amount. Examples of cost-sharing includes the use of office space provided by or paid for by another body, sponsored travel costs, waived indirect costs, etc.

MotherSchools 2023-2024

Parenting for Peace in Indonesia 1 Region

Request for Proposals (RfP) for Local Implementing Partner

LIP Cost Proposal

Cost Proposals must be organised as follows:

A budget detailing the costs of the work proposed to implement as outlined for Phases I through III in *Annex I WwB RfP Scope of Work for Local Implementing Partner*. Please provide the template (*WwB RfP Attachment III LIP MotherSchools Budget TEMPLATE*) attached. The budget must provide a breakdown of costs including all labour, logistics, communications, equipment, and other materials, plus any overhead or indirect costs, if applicable.

The following provides a sample overview of the required costs that should be accounted for when designing the budget. Please note that if the costs do not apply then do not include them; for example, if participants organise their own transportation and do not have to rely on the LIP to organise this for them, if venues can be provided free of charge, if translation services are not required, etc., then these should not be included. Please note that, with a view to sustainability of the programme, the project ideally should not rely on transportation or venue costs.

Key KPI:

- 1 Kick-off/ strategy meetings
- 1 ToT trainings (training of the Teachers and Notetakers)
- 15 Teacher and Notetakers trained at the very least (during the ToT)
- 5 Groups Convene MotherSchools (each with 25 participants) for 10 Session, 1 Session/week
- 1 Graduation Ceremony
- 125 Mothers to graduate the MotherSchools

A. PERSONNEL

Personnel Costs (Level of Effort %)

- Example: Project duration # months x #staff x average % of time invested on project for the duration

B. TRAVEL – STAFF ONLY

Travel

- Example: Travel Dublin to Pristina (RT flight x 2 staff x 250 Euros = 500 Euros)

Per Diem

- Example: PerDiem Dublin (5 days x 2 staff x 120 Euros = 1200 Euros)

Transport

- Example: Transport to Azu (12 km x 2 x 0.16 Euros per km = 7.68 Euros) x 5 Groups x 10 Sessions

C. EQUIPMENT

Not usually applicable

D. SUPPLIES

Project supplies

- Example: LIP office supplies to be used solely for this project (e.g. external hard drive)

E. CONTRACTUAL

Consultant

- Example: Consultant fees Teachers (5 Groups x 2 Teachers/ Group x 10 Sessions) x unit cost)
- Example: Consultant fees Notetaker (5 Groups x 1 Notetaker/ Group x 10 Sessions) x unit cost)

F. CONSTRUCTION

- n/a

G. OTHER DIRECT COSTS

Internal Kick-off workshop, led by WwB, 1 location, 2-3 days, Participants: 10 max; WwB (2) and LIP (3-8)

- Example: Hosting ($\#ppl$ attending LIP and WwB \times $\#days$ \times unit cost)
- Example: Hiring venue (if applicable, typically at LIP offices, and therefore should not be charged)

TOT Workshop, led by WwB, 1 location, 2-3 days (Participants: Teachers and Notetakers; LIP staff (3-4), WwB (4-6)

- Example: Hiring venue: ($\#venues$ \times $\#days$, \times unit cost), if applicable
- Example: Hosting: ($\#teachers + \#notetakers + \#substitutes + \#trainers + \#staff$) \times days \times unit cost)
- Example: Transportation: ($\#teachers + \#notetakers + \#substitutes + \#trainers + \#staff$) \times days \times unit cost)
- Example: Stationery: ($\#teachers + \#notetakers + \#substitutes$) \times unit cost)

MotherSchools Sessions, led by Teachers and Notetakers attended by Participants, 5 Groups, 10 Sessions, 25 participants/group, 1 Rollout (MS Participants (125), MS Teachers (10), MS Notetakers (5), Rollouts (1)

- Example: Hiring venue: (5 groups \times 10 Sessions \times unit cost)
- Example: Hosting: ($\#MotherSchools$ participants \times 10 Sessions \times unit cost)
- Example: Transportation: ($\#MotherSchools$ participants \times 10 Sessions \times unit cost)
- Example: Stationery: ($\#MotherSchools$ participants \times unit cost)
- Example: Printing manual: ($\#teachers$ \times unit cost)
- Example: Banner: ($\#groups$ \times unit cost)

Entry Interviews, led by WwB, supported by LIP, attended by Participants (125), Teachers (10), and Notetakers (5). The Interviews are conducted over the course of several days in order to allow for sufficient time for all Participants, Teachers, and Notetakers to be interviewed

- Example: Hiring venue(s): ($\#venues$ \times $\#days$ \times unit cost)
- Example: Hosting: ($\#participants$ \times unit cost)
- Example: Transportation: ($\#participants$ \times unit cost)
- Example: Translators: ($\#interpreters$ \times $\#interviews$ \times unit cost)

Exit Interviews, led by WwB, supported by LIP, attended by Participants (125), Teachers (10), and Notetakers (5). The Interviews are conducted over the course of several days in order to allow for sufficient time for all Participants, Teachers, and Notetakers to be interviewed

Example:

- Example: Hiring venue(s): ($\#venues$ \times $\#days$ \times unit cost)
- Example: Hosting: ($\#participants$ \times unit cost)
- Example: Transportation: ($\#participants$ \times unit cost)
- Example: Translators: ($\#interpreters$ \times $\#interviews$ \times unit cost)

Entry Questionnaire, led by LIP, attended by Participants (125), Teachers and Notetakers (15). The Questionnaires are conducted over the course of 1 day in order to allow for sufficient time for all Participants to fill out the questionnaire.

- Example: Hiring venue(s): ($\#venues$ \times $\#days$ \times unit cost)
- Example: Hosting: ($\#participants$ \times unit cost)
- Example: Transportation: ($\#participants$ \times unit cost)
- Example: Translators: ($\#interpreters$ \times unit cost)

Exit Questionnaire, led by LIP, attended by Participants (125), Teachers and Notetakers (15). The Questionnaires are conducted over the course of 1 day in order to allow for sufficient time for all Participants to fill out the questionnaire.

- Example: Hiring venue(s): ($\#venues$ \times $\#days$ \times unit cost)
- Example: Hosting: ($\#participants$ \times unit cost)
- Example: Transportation: ($\#participants$ \times unit cost)
- Example: Translators: ($\#interpreters$ \times unit cost)

Graduation Ceremony (Participants: 200 approx.; MS Participants (125), MS Teachers (10), MS Notetakers (5), LIP (10), Families, local public figures (50), etc.) – Joint graduation for all MotherSchools cohorts

- Example: Venue: (venue unit cost)
- Example: Hosting: ($\#MS$ Participants \times $\#staff$ \times $\#guests$ \times unit cost)

- Example: Transportation: (#MS participants x unit cost), if applicable
- Example: Certificates: ((#MS Participants + #Teachers + #Notetakers) x unit cost)
- Example: Banner: (#banner x unit cost)
- Example: Media / sound system: (rationale)

For the following categories please ensure that if these costs are applicable for this project, they must be direct costs. Indirect costs cannot be charged in the direct cost category section.

LIP Communication (#x rate, incl purpose)

- Phase I purpose (# x rate)
- Phase II purpose (#x rate)
- Phase III purpose (#x rate)

LIP Hosting (#x rate, incl purpose)

- Phase I purpose (# x rate)
- Phase II purpose (#x rate)
- Phase III purpose (#x rate)

LIP Bank Charges (#x rate, incl purpose)

- Phase I purpose (# x rate)
- Phase II purpose (#x rate)
- Phase III purpose (#x rate)

H. TOTAL INDIRECT COSTS

- To Calculate the Total Indirect Cost, use 5%

All costs must be inclusive of the relevant taxes to which the organisation is bound by local and/or federal law; this may include, but also may not be limited to, VAT and government tax.

Women without Borders
Annex I Scope of Work (SOW)

Local Implementing Partner Scope of Work

MotherSchools: Parenting for Peace! Indonesia 1 Region
2023 - 2024

Table of Contents

COUNTRY.....	2
BACKGROUND.....	2
GOALS.....	2
THE MOTHERSCHOOLS MODEL.....	2
ROLES AND RESPONSIBILITY OF LOCAL IMPLEMENTING PARTNER.....	3
ROLL-OUT.....	4
PHASE I: PROGRAMME SET-UP & TRAINING	4
PHASE II: MOTHERSCHOOLS ROLL-OUT & MONITORING	5
PHASE III: GRADUATION & COMMUNITY OUTREACH	5
TIMELINE	6

Country

Indonesia | 1 Region

Background

Mothers are not just the first school in the lives of their children, they are also increasingly being recognised for their unique potential as the first line of defence and critical starting point in the global fight against terrorism.¹ Although local law enforcement plays an important role, violent extremism, as an expression of emotional deficits, is inherently beyond its scope. Mothers, on the other hand, are witnesses of every stage: they present the missing link in preventing extremism. A mother's unparalleled physical and emotional proximity gives her the opportunity to intervene in the lives of her children. However, mothers often lack the essential awareness, knowledge, and self-confidence to recognise the early warnings in the radicalisation process. In affected communities in particular—where the taboo topic of radicalisation and resulting stigmas tend to further isolate them—mothers' potential as changemakers can be misappropriated. At this critical moment in time, with extremism continuously taking root in communities, we cannot afford to lose or overlook mothers as security allies.

Women without Borders (WwB) was the first to recognise and capitalise on the preventative potential of mothers to confront and counteract terrorism by strategically positioning and empowering these natural changemakers in their families, neighbourhoods, and communities through its pioneering 'MotherSchools: Parenting for Peace' Model. As popular strategies like counternarrative approaches disseminated over the internet repeatedly have fallen short of catching up with recruitment tactics, WwB's proven and global approach emerged as a recognised good practice that has contributed to rethinking and reshaping prevention policy worldwide. In going beyond merely reclaiming the recruiters' tools, MotherSchools have been strengthening resilience from the bottom up in at-risk communities since 2010 and across 16 countries to date.

Goals

Implementing the MotherSchools: Parenting for Peace! Model to equip mothers with the competence and confidence to translate their unique potential into action, so that they can become the first line of defence against extremism and terrorism in at-risk communities around the globe.

The MotherSchools Model

As a community-based intervention strategy, the MotherSchools model upgrades existing social services by providing local stakeholders with the essential structures, tools, and skills to address and prevent the spread of terrorist ideologies. The Model convenes concerned and affected mothers in an effort to advance their individual capacity, capabilities, and emotional literacy, and to increase their awareness of radical influences. This strategy empowers women and harnesses their potential to confront the threat of radicalisation in at-risk communities.

WwB forges partnerships with local organisations to contextualise and embed the programme in vulnerable communities, and it provides essential training, guidance, and ongoing mentorship during the implementation phase. Along with a Local Implementing Partner (LIP), WwB identifies individuals from professional pools within the community (e.g., social workers, teachers, and psychologists) to become MotherSchools Teachers. After a standardised vetting process and WwB-led training, successful candidates assume the role of MotherSchools Teachers and implement the curriculum by teaching groups of concerned and affected mothers (participants). The MotherSchools curriculum

¹ Camilla Turner, 'Mothers play "critical role" in steering children away from extremism, says head of MI6', in *The Daily Telegraph*, 7 May 2018.

employs developmental psychology, self-confidence training, and theoretical sessions to define radicalisation and prevention at the individual, family, and community levels. Sessions include exercises that facilitate dialogue, information exchanges, and critical reflection using context-based techniques that apply to the participants' daily lives.

Each cycle, or Round of the MotherSchools programme is underpinned by a 3-phased approach and implemented over the course of up to a year. The Model creates a formalised space for mothers to deepen their knowledge of early warning signs, and helps to develop resilience and an immunity to radical influences in at-risk homes and communities.

This MotherSchools Project foresees the setup and implementation of 1 Round of MotherSchools over a period of 12 months, each round of MotherSchools spanning 3 Phases: 1) Project Set-up and Train the Teacher Workshop, 2) MotherSchools Roll-out, and 3) Graduation Ceremony. Women without Borders carries this out in close cooperation with the Local Implementing Partners.

Phase 1 of the programme is focused on the project set-up, and particularly in identifying all involved parties: MotherSchools Teachers, Notetakers, and Participants. The MotherSchools Teachers and Notetakers are trained by the Women without Borders team so that in Phase 2 the MotherSchools can be rolled out. Each Round of MotherSchools concludes in Phase 3 with the MotherSchools Graduation Ceremony to honour the mothers' commitment and dedication to their children.

Roles and Responsibility of Local Implementing Partner

Local Implementing Partner (LIP)

Local Implementing Partners are local organisations who have demonstrated strong project management, have a comprehensive understanding of the challenges on the ground, and the capacity and capability to partner with Women without Borders for the local implementation of the MotherSchools programme. The Local Implementing Partners represent the local activities of Women without Borders in relation to the ongoing MotherSchools programme at the local level. They are responsible for the local project management, mobilising, local logistics, and coordination. Furthermore, the Local Implementing Partners are in close contact with Women without Borders throughout the course of the programme.

Overview of key Responsibilities LIP:

- Establish local project management infrastructure.
- Responsible for local project coordination and logistics.
- Support background research.
- Identify MotherSchools Participants (Supporters, Interview partners, Teachers, Participants).
- Organise, schedule, coordinate and facilitate the Entry and Exit Assessment, Train the Teacher Workshop and MotherSchools and Graduation Ceremony.
- Write weekly Status Reports (template provided by WwB).
- Conduct weekly Status Update Calls with MotherSchools Teachers.
- Conduct Local Status Update Calls with WwB.
- Ensure all local monitoring documentation is complete and transmitted to WwB.
- Support the dissemination of project success via media and within the local political environment (if applicable).

Roll-out

Phase I: Programme Set-up & Training

Summary Phase I

Phase I will be critical in laying the foundation of the programme in three respects: securing all direct stakeholder participation and indirect stakeholder support; planning logistics; and setting the tone and defining the direction of the programme. Phase I also centres on preparing Teachers to deliver the MotherSchools Curriculum to Participants in an effective manner. To ensure momentum, planning the WwB ‘Train the MotherSchools Teacher’ workshop will have commenced during the Teacher identification and vetting process.

Phase I Milestones

- Kick-off Workshop WwB and LIP (Organised by WwB)
- Information Session with MotherSchools Teachers and Participants held (Conducted by LIP)
- Entry Questionnaires Participants (Conducted and inputted by LIP)
- Entry Interviews Teachers, Notetakers, and Participants (Conducted by WwB organised by LIP)
- Train the MotherSchools Teacher Workshop (Conducted by WwB organised by LIP)

Objectives

- Develop local network and infrastructure to implement MotherSchools programme. (Responsible: WwB & LIP)
- Local Implementing Partner (LIP) trained in the MotherSchools Model. (Responsible: WwB)
- Develop project-specific logistical roadmap with LIP to ensure complete programme transparency and efficiency. (Responsible: WwB & LIP)
- Identify individuals with the appropriate background and capacity to deliver the MotherSchools curriculum (i.e. MotherSchools Teachers and Notetakers). (Responsible: WwB & LIP)
- Identify MotherSchools Participants who fit the criteria and are willing to take part in the MotherSchools programme. (Responsible: LIP)
- Conduct desk research to gain insight into each country’s history, past and present conflicts, local grievances, and the degree to which radicalisation has been addressed. (Responsible: WwB)
- Conduct Entry Questionnaires and Interviews with all MotherSchools Actors and Participants to generate insights into local dynamics, individual situations and concerns, community's perception and understanding of the threat of radicalisation, and preparedness to intervene if necessary. (Conducted by WwB organised by LIP)
- Train prospective MotherSchools Teachers in the skills that are essential to leading groups and advancing the critical thinking capacity of Participants for when Teachers go on to implement the MotherSchools Curriculum (Conducted by WwB organised by LIP)

Key Deliverables

WwB and LIP work in collaboration to complete the following deliverables for Phase I

- Local support confirmed (stakeholders, leaders, local politicians e.g. mayors etc.)
- MotherSchools groups: 5
- Long List MotherSchools Teachers and Notetakers
- MotherSchools Teachers Identified: 10
- MotherSchools Substitute-Teachers Identified: 3
- MotherSchools Notetakers Identified: 5
- MotherSchools Substitute Notetakers Identified: 2
- MotherSchools Participants Identified (minimum): 125
- Venue for Training confirmed
- Venue for Assessment confirmed
- MotherSchools Teachers and Notetakers trained: 2 day Workshop
- Signed MoU/Contract with MotherSchools Teachers and Notetakers
- Entry Interviews MotherSchools Teachers, Notetakers, Participants transcribed (n=10)
- Entry Questionnaires filled out and sent to WwB/ inputted online (Participants n=125)
- Background paper on socio-political situation
- MotherSchools Manuals provided to Teachers (2/group)
- MotherSchools banner for training printed

Phase II: MotherSchools Roll-Out & Monitoring

Summary Phase II

The second phase entails delivering the MotherSchools Curriculum to Participants and monitoring progress for the purpose of gaining a deeper understanding of context-specific dynamics and advancing the overall MotherSchools Model; the bulk of preparatory and organisational activities already will have begun during the previous phase. Phase II starts with the conclusion of the Train the MotherSchools Teacher workshop.

Phase II Milestones

- 5 Groups of MotherSchools rolled-out in parallel over a period of 10 weeks, meetings held once per week.

Objectives

- Roll-out MotherSchools Sessions in order to provide Participants with a safe space and forum to discuss the topic of radicalisation, develop a heightened awareness of the issue, learn about young people's needs and vulnerabilities/grievances, acquire essential parenting skills to counter extremist recruitment efforts, and gain the tools and develop the necessary self-confidence. (Responsible: WwB & LIP)
- Document, analyse, and evaluate the MotherSchools process for each group to ensure effective implementation, advance the overall Model, and generate new insights on context-specific radicalisation dynamics. (Responsible: WwB, LIP responsible for supporting the collection of M&E documents)

Key Deliverables

WwB and LIP work in collaboration to complete the following deliverables for Phase II

- MotherSchools Venue(s) confirmed
- MotherSchools Participants formally confirmed
- MotherSchools Group 1, Group 2, Group 3, Group 4, Group 5 start dates confirmed
- MotherSchools Groups Roll-out: 5 Groups complete 10 Workshops each (1 Session / week)
- M&E Documents Collected (*see Annex II: Assessment, Monitoring & Reporting*)
- M&E Calls Conducted (*see Annex II: Assessment, Monitoring & Reporting*)

Phase III: Graduation & Community Outreach

Summary Phase III

Phase III has the chief purpose of empowering the Participants in their communities through the MotherSchools Graduation Ceremony, which traditionally is attended by community stakeholders from all levels. Phase III's planning of the Graduation Ceremony should overlap with Phase II's MotherSchools roll-out.

Phase III Milestones

- MotherSchools Graduation Ceremony (public event), (Responsible: WwB & LIP)
- Exit Questionnaires Teachers, Notetakers, and Participants (Conducted and inputted by LIP)
- Exit Interviews Teachers, Notetakers, and Participants (Conducted by WwB, organised by LIP)

Objectives

- Conduct Exit Questionnaires and Exit Interviews with all MotherSchools Participants and Actors to deepen and generate new insights into local radicalisation developments and relevant context-specific dynamics (especially with respect to families), and to assess the overall impact of the programme on Participants and Actors. (Conducted by WwB organised by LIP)
- Celebrate the Participants and Teachers for their commitment to safeguarding their children and protecting their communities from radical influences; elevate their social status in their communities; and provide them with a platform to voice their concerns. (Responsible: WwB & LIP)
- Support community outreach through various channels to build up the local profile of all individuals connected to the MotherSchools. (Responsible: WwB & LIP)

Key Deliverables

WwB and LIP work in collaboration to complete the following deliverables for Phase III

- Logistics for Exit Interviews (Teachers, Notetakers, and Participants) timetabling completed
- Venue(s) for Exit Interviews confirmed
- Exit Interviews MotherSchools Teachers, Notetakers, and Participants transcribed (n=10)
- Exit Questionnaires filled out/ inputted online and sent to WwB (Participants n=125)
- Venue for Graduation Ceremony confirmed
- Invitation for Graduation Ceremony sent out
- Participation of Participants, Notetakers, and Teachers confirmed
- Attendance of stakeholders (e.g. politicians, leaders, press etc.) confirmed
- Graduation programme signed-off (including speakers)
- Graduation agenda printed
- Graduation certificates printed
- Graduation Ceremony (public event)

Timeline

The project duration is 12 months with the project beginning in 2023. A tailored timeline will be developed by the LIP as part of the proposal and will be further developed with WwB during the Kick-off Workshop.

Women without Borders
Annex II Assessment, Monitoring & Reporting

The monitoring and assessment elements of the programme form the basis of the MotherSchools Evaluation and the final WwB MotherSchools Report.

The following two tables provide an overview of the planned written and verbal monitoring requirements for Teachers, Notetakers, and the LIP during the MotherSchools Roll-out (Phase II). The LIP is responsible to follow up with Teachers and Notetakers to ensure that calls are being conducted and reports have been completed and submitted to WwB. All templates are provided by WwB. All analysis and evaluation are the responsibility of WwB.

Assessment

Type	Responsible	Frequency	Total	Comment
Entry Interviews	LIP, WwB	1x	10	Semi-structured Interviews with selected Teachers, Notetakers, and Participants, conducted by WwB and organised by LIP
Entry Questionnaires	LIP	1x	125	Questionnaire distributed by LIP to MotherSchools Participants, Teachers and Notetakers. Questionnaires inputted online by LIP.
Exit Interviews	LIP, WwB	1x	10	Semi-structured Interviews with selected Teachers, Notetakers, and Participants, conducted by WwB and organised by LIP
Exit Questionnaires	LIP	1x	125	Questionnaire distributed by LIP to MotherSchools Participants, Teachers and Notetakers. Questionnaires inputted online by LIP.

Monitoring

Overview: Written Monitoring Component

Type	Responsible	Frequency	Total	Comment
Teacher Session Protocol	Teacher	weekly	50	Teachers provide a weekly summary of each Session with respect to its challenges, highlights, themes, key breakthrough moments, etc.
Notetaker Session Notes	Notetaker	weekly	50	Notetakers provide a weekly summary of the Session's group dynamics, anecdotes, select quotes, etc.
Status Report	Local Implementing Partner	weekly	10	LIP provides weekly update on activities, attendance, logistics scheduling, venue, stakeholder communication, etc.
Session Report	Teachers	1x	5	Teachers are asked to provide a final report to summarise key take-aways from Sessions
Local Project Report	Local Implementing Partner (LIP)	1x	1	LIP is asked to provide a final report to summarise key activities, milestones, and processes

Table 1. Summary of the MotherSchools Written Monitoring Component

Overview: Verbal Monitoring Component

Type	Responsible	Frequency	Total	Comment
Local Status Update Calls	LIP & Teachers	weekly	50	LIP to follow up with Teachers on a weekly basis to discuss progress and challenges
Status Update Calls	WwB & LIP	weekly	10	WwB to follow up with LIP on a weekly basis to discuss logistics, processes, and possible challenges
Local Teacher Status Update Calls	WwB & Teachers	Weekly	50	WwB to follow up with Teachers on a weekly basis to discuss the curriculum, individual and group progress, evolving themes, and changing dynamics

*Table 2. Summary of the MotherSchools Verbal Monitoring Component***Reporting**

Local Implementing Partners submit quarterly progress reports for the following reporting periods. These reports are in the form of updated PMO sheets (full templates and toolkit provided by WwB)

Reporting Period	Submission Deadline Progress Report
January 1 – March 31	April 15
April 1 – June 30	July 15
July 1 – September 30	October 15
October 1 – December 31	January 15
Final Report	60 days after end of project

Opportunity: Local Implementing Partner

Project: MotherSchools: Parenting for Peace! Indonesia 1 Region

Location: Indonesia 1 Region

Duration: 2023-24

Project Summary

The MotherSchools Model is a pioneering family-centred prevention programme developed by Women without Borders with the aim to counter the rising threat of violent extremism amongst youth. The Model brings together concerned and affected mothers to strengthen their individual capacities and emotional literacy to respond to and deal with their children's exposure to extremist influences. Mothers' emotional connection to their children places them well in reclaiming the recruiter's key tools—who invest time, listen, gain trust, empathise, and provide an emotional anchor. Mothers need the structural and emotional support to reconnect with their children during the challenges of adolescence, and to reclaim their role as mothers. The MotherSchools Model is a community-based intervention strategy that aims to upgrade existing social services. It engages with local stakeholders to provide structures, tools, and skills to deliver the programme. It aims to empower both mothers and social services to confront the growing threat of recruitment. The end-to-end deployment of the MotherSchools takes a three-phase approach over the course of approximately 12 months with 5 MotherSchools running in parallel and engaging 25 mothers per school.

Local Implementation Partner

In relation to the ongoing MotherSchools project, the LIP represents WwB on the ground and is the local coordination point for WwB. The LIP is responsible for project management, mobilisation, logistics, and coordination at the local level. Furthermore, the LIP is in close and regular contact with WwB throughout the course of the programme. The LIP typically consists of between 2 and 3 individuals, including a Senior and a Junior Project Manager. (Note: WwB will develop and provide to the LIP all documents, manuals, templates, questionnaires, etc. relevant and necessary for the successful implementation of the MotherSchools programme).

Requirements

- Strong and proven project management skills
- Proven stakeholder management skills
- Proven experience managing and coordinating a diverse team
- Experience and ability to work with a wide range of individuals
- Ability to work in an office setting and in the field
- Strong ties to local community centres, stakeholders, and individuals
- Strong knowledge of the challenges and grievances on the ground
- Strong knowledge of budgeting and resource allocation procedures
- Experience using computers for a variety of tasks

Responsibilities / Duties

- Activating local network to identify and engage local stakeholders in the MotherSchools programme in close cooperation with Women without Borders
- Establishing local project management infrastructure
- Overseeing local project coordination and logistics (venues, hosting, timetabling)
- Identifying and vetting MotherSchools Participants, Teachers, Notetakers, Stakeholders
- Scheduling and coordination of interviews and training Sessions
- Scheduling and coordination of weekly MotherSchools Sessions
- Ongoing coordination, support and communication with MotherSchools Participants, Teachers, and Notetakers
- Providing support and taking action for potential challenges that require local action
- Ensuring completion and collection of weekly M&E documentation from MotherSchools Teachers and Notetakers
- Completing weekly status reports and quarterly project and financial progress reports
- Preparing logistics (venue, agenda, invitation procedure, participants) and supporting the facilitation of the MotherSchools Graduation Ceremony