United Nations Development Programme

PROJECT DOCUMENT

Mexico

Project Title: Development of skills for gender equality and women empowerment through STEM learning and project design for local development and social inclusion.

Project Number: 00130550

Implementing Partner: UNDP

Start Date: 01/10/2022 **End Date: 30/09/2025** **PAC Meeting date: 04/10/22**

Brief Description
The project pursues to build skills in girls and women to access a broader and more diverse spectrum of options and opportunities for individual and professional development and livelihoods, based on an integral understanding and a closer relationship to Science, Technology, Engineering and Mathematics (STEM), gender, social inclusion and local development. Project main activities are: 1) **The design of a learning program** for high school students—men and women—in gender, scientific learning from a pluralist perspective and the design of projects for social inclusion and local development. 2) **Implementation of the program in high-school communities** through trained-by-the-project school tutors (school staff) for 2.5 years, with the participation of 120 tutors, 60 schools and 30,000 students. The learning program materials and guidelines for tutors will be hosted on a website, accessible to all participating tutors; materials and resources will be available online or to be downloaded. Tutors will report progress and receive remote assistance from UNDP via that digital platform. 3) **The implementation of 60 student projects** with a gender, STEM and local development perspective, during the last semester of the program implementation. 4) **A comprehensive diagnosis on the STEM-participation and Gender relationship** based on the experience and perspective of students from 12 schools in which tutors will be accompanied by UNDP facilitators, allowing an accurate presence-based, follow-up of the learning model implementation. A final report with recommendations for public policy will be delivered by the project. 5) **The design and implementation of a program in economic empowerment and sustainable local development for women** in two of the 4 Mexican states of implementation, in which 500 women will participate while **working together with students** to create a comprehensive environment for a more meaningful learning experience. In alliance with public and educational authorities, the project will be implemented in four Mexican states: Mexico City, Yucatan, Puebla and Veracruz; in these last two states implementation will take place in an in-between region with high levels of poverty—in which Z Zurich Foundation (ZZF) and UNDP implemented a

recovery plan after hurricane Grace caused social and natural distress in 2021—adding a specific intervention for women's economic empowerment, and where participating women and students will work together to create a more accurate learning experience for the local, inclusive and sustainable development.

3 annual events will take place in each of the regions, to share and present results and school experiences to public authorities and other relevant actors participating in local development.

The learning model for schools and model for women's empowerment for economic and sustainable development are expected to be delivered to public authorities to contribute to the strategy for gender equality and quality education.

Contributing Outcome (UNSDCF, CPD):	**Total resources required:**	USD $ 909,070.90	
UNSDCF Outcome 4. By 2025, the Mexican State has a strategy for productive development that promotes associativity, innovation, productivity and competitiveness, as well as higher levels of national inputs in production chains, with better governance for equality based on a human rights framework, with gender perspective		**UNDP TRAC:**	
		Donor (ZZF):	$ 909,070.90
		Government:	
		In-Kind:	
CPD Output 3. Strengthened inclusion of women, youth, and migrants in production chains, labour markets, and financial and educational services.	**Unfunded:**		
Indicative Output(s) with gender marker: GEN3 Gender equality as a principal objective			

Agreed by:

The Government of Mexico	**UNDP**
Mtro. Raúl Álvarez Villaseñor **Director General de Operación de Proyectos en México** **Agencia Mexicana de Cooperación Internacional para el Desarrollo, AMEXCID**	**Sr. Lorenzo Jiménez de Luis** **Representante Residente** **UNDP México**
Date:	Date:

I. DEVELOPMENT CHALLENGE

Women's participation in Science, Technology, Engineering, and Mathematics (STEM) is low, especially when compared to that of men, thus reducing their professional and personal development opportunities, particularly at a moment when STEM areas are recognized as spaces where the careers and jobs *of the future* are taking place. The underrepresentation of women in these fields affects not only their economic wellbeing, but also hinders innovation, social wellbeing, inclusive growth and sustainable development (UNESCO, n.d.).[1] Increasing women's access to STEM could unleash their potential to become agents of their own and their communities' development. Moreover, inequality in these disciplines requires urgent attention because it represents an unequal access to the exercise of rights based on people's sex or gender.

The relationship between gender and STEM is complex and constrained by social dynamics and norms that place girls and women in disadvantage compared to men and boys. Even where education attainment is relatively high for women, a distinction can be observed between the skills they acquire and those that men acquire, where women are not always in line with those required to succeed in the professions and jobs of the future. Moreover, women encounter barriers to employment in the most dynamic and in-demand occupations, which include STEM related fields, and are often under-utilized even if they have the needed skills (WEF, 2019)[2]. This unequal and disadvantageous participation based on gender in the different sectors is developed in multiple dimensions and social spheres: the public, the family, the school, the academic, etc., impacting in multiple ways women participation in STEM areas. Globally, only 23.7% of the students of information and communication technology careers and 29.8% of those in engineering, manufacturing and construction are women (INEGI, 2021).

In Mexico, despite important progress in equality in education and practically closing the gap in years of education for boys and for girls, participation in the labor market is far from equal. Gender roles persist, creating barriers for a more comprehensive development of women and girls, for example, when unpaid care and housekeeping activities are assigned to them as part of the social norm system. A high rate of women does not attend school nor are employed or in training: 27.7 million women in comparison to 10.7 million men. Even when they work, women still spend more than the double of hours than men in these activities, 25.7 hours per week in comparison to 11 hours spent by men (INMUJERES, 2020)[3]. Also, a higher number of women drop out of school due to marriage, parenting, pregnancy or family prohibition, for example, in 2020, 15.1% of women who gave birth were under the 20 years. Additionally, gender-based violence in schools is high and contributes to a systematic problem: 32% of women (+15 years old) have experienced psychological violence (17.5%), physical violence (18.3%) and sexual violence (17.9%) in schools and during their life as students. For Mexican girls and women, sex or gender is an obstacle to gain knowledge and skills in a context with widespread deficiencies in the development of academic skills. Mexican student population, men and women, is below the average in reading, mathematics and science skills, with a score of 416, compared to the average of 488 of the member countries of the Organization for Economic Cooperation and Development (OECD Better Life Index, n.d.)[4].

Low participation in STEM, together with the aforementioned factors, hinders and prevents women to access and participate in a wider range of job opportunities, higher income activities and occupations, lower-risk labor

[1] UNESCO (n.d.). "Girls' and women's education in science, technology, engineering and mathematics (STEM)". *UNESCO*. Available at: https://www.unesco.org/en/gender-equality/education/stem

[2] WEF (2019). Gender Inequality Report 2020. Available at: https://www3.weforum.org/docs/WEF_GGGR_2020.pdf

[3] INEGI (2021). Mujeres y hombres en México 2020. Available at: http://cedoc.inmujeres.gob.mx/documentos_download/mujeresyhombresenmexico2020_101353.pd

[4] OECD. (n.d.). OECD Better Life Index. Available at: https://www.oecdbetterlifeindex.org/topics/education/

markets, and the proposal of solutions to global and local challenges. For instance, women are employed mostly in the service sector, where they make up 53.6% of workers. Many of these jobs are at risk, as automation continues to affect more positions. Also, 53% of people earning the minimum wage are women and a gender pay gap of 23% persists nationwide.

Exclusionary social practices and structural discrimination limit the full participation of women in society and, furthermore, in the generation of solutions for the existing challenges that sustainable development faces. The little participation of girls and women cannot be explained outside of social relationships (institutional, work, school, family, public, private, etc.) that are organized in an exclusive manner and in which discriminatory criteria persist. Building an inclusive society implies that general knowledge, scientific knowledge, be of a public nature (Olivé, 2007)[5], which is not possible under conditions of inequality.

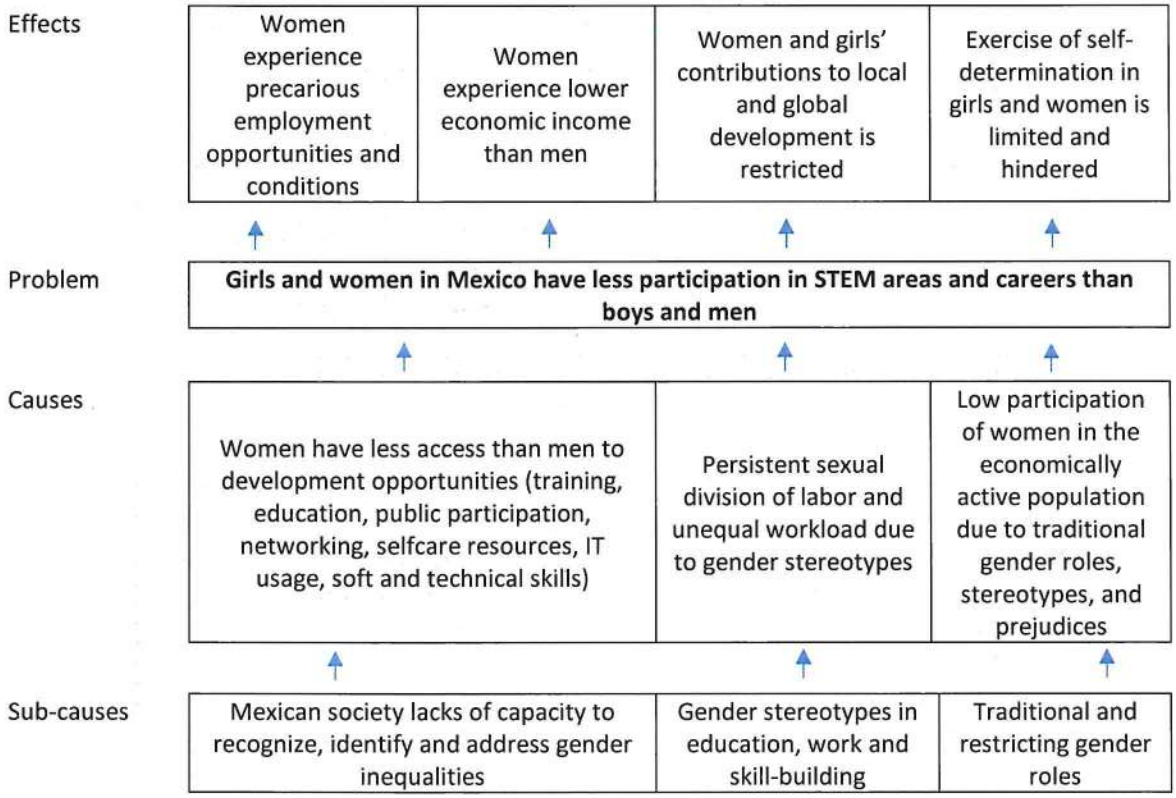
The absence of women in STEM also has other implications: the scarcity of women proposing STEM solutions to problems specific to women; the lack of representation of women to position in public policies, research, and STEM areas issues and activities that have traditionally been assigned to them from gender roles and mandates (care of the home, care work, upbringing and education, etc.); the absence in the areas of STEM of values and principles that have traditionally been conceived as feminine (such as caring for people, conciliation, emotional care, caring for infants and people who require special attention, etc.).

Collaboration between UNDP and Zurich Foundation will help advance the full exercise of the right to education and employment in accordance with the National Development Plan's aim to **"guarantee employment, education, health and wellbeing."**

The following *problem tree* depicts the organization of effects and causes identified as part of what it is considered as the main problem from this development approach:

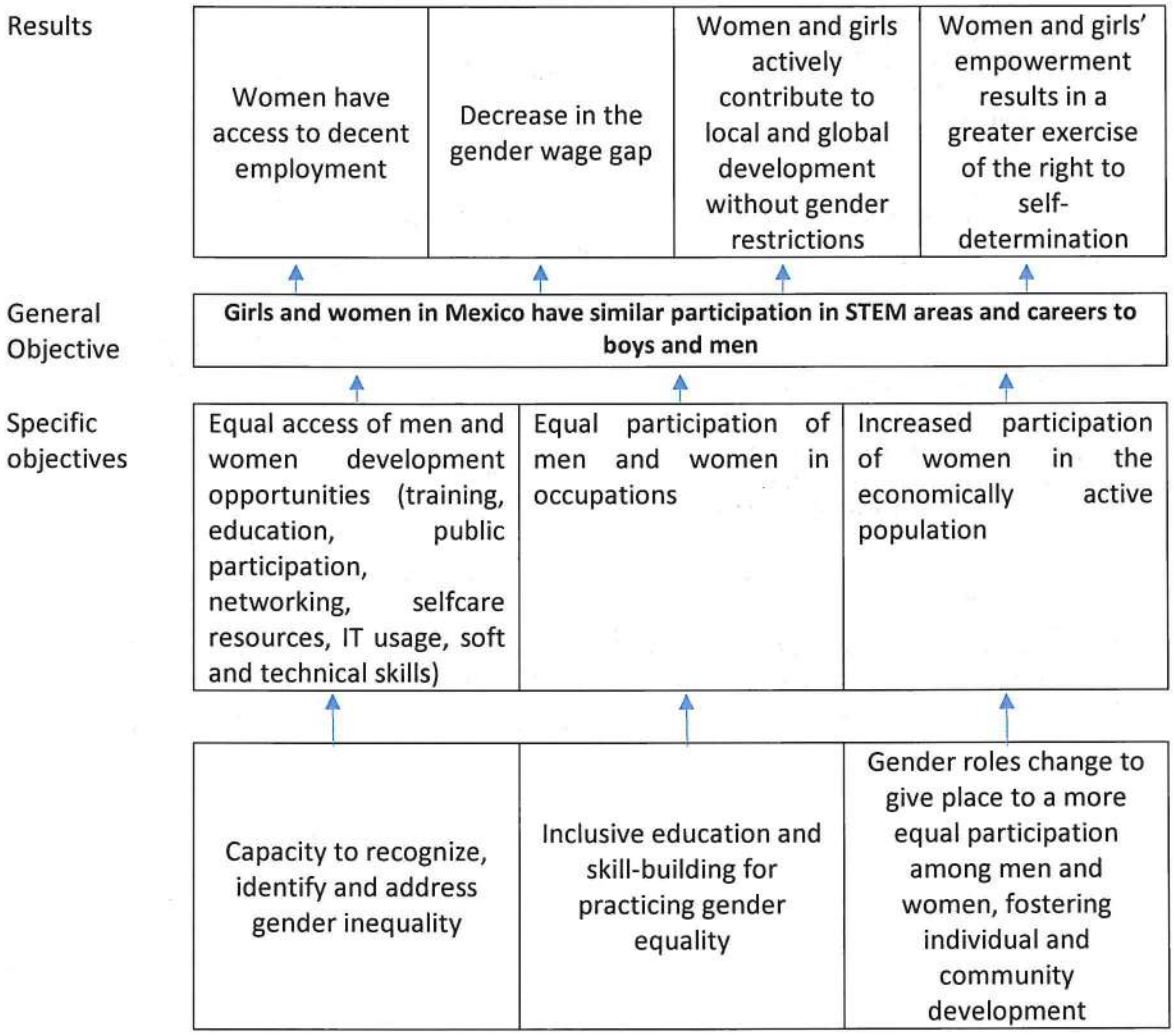
[5] Olivé, L. (2007) La ciencia y la tecnología en la sociedad del conocimiento. Ética, política y epistemología. Mexico: Fondo de Cultura Económica.

Project's Problem tree



In the same line, an objective tree is proposed:

Project's Objective tree



II. STRATEGY

This is a 3-year project to be implemented in three different regions of Mexico (four states): Mexico City, the state of Yucatan and an in-between region in Puebla and Veracruz states. The project is to be mainly implemented in **high-school educational centers**, consisting in 1) **The "Gender Equality, Scientific thinking and Youth Social Entrepreneurship Model",** a learning program to enhance students' participation in STEM from a gender perspective and other integral approaches, with the support of school personnel (tutors) designated by their authorities, trained by UNDP, and with access to a digital platform where learning materials will be allocated and support will be provided; 2) and a **Women's empowerment and socio-economic local development strategy**, consisting in a component of empowerment through capacity building for women whose activities impact, or can impact, the local and sustainable development in the region of Puebla-Veracruz. The

project will provide training and accompaniment to **women-led social entrepreneurships** and other initiatives related to primary activities and local livelihoods. Women attending this strategy will be working together with the students to bring about conditions for a more meaningful learning and participatory experience related to social inclusion, gender, local development, and STEM among the participants.

The proposed strategies arise from the analysis of the theory of change as shown in the following figure:

Theory of change: solution tree

<table>
<tr><td>Impact</td><td colspan="4">Local and global development enhanced, increased participation of women and girls in STEM and economic activity.</td></tr>
<tr><td>Outcome</td><td colspan="4">Equal participation of girls and women participating in STEM areas and careers</td></tr>
<tr><td>Outputs</td><td>Gender stereotypes, prejudices and role beliefs changed in favor of greater equality and inclusion.</td><td>Increase in number of women that consider STEM careers as feasible life project options</td><td>Women are empowered and develop skills for greater participation in economic activities and development of their communities</td><td>Women have skills for entrepreneurship that promotes local development and economic autonomy</td></tr>
<tr><td>Activities</td><td colspan="3">• Education in gender equality from a STEM and Agenda 2030 approach in high school communities
• Pluralist scientific thinking and project design training from the social inclusion, STEM and local development approaches for high-school students
• Implementation of student and women STEM projects with community impact in gender equality, social inclusion, local development.</td><td>Training and accompaniment to women leading local entrepreneurships</td></tr>
<tr><td>Assumptions</td><td colspan="4">• Gender stereotypes and gender roles influence the interest of girls and young women and their student, professional, and work plans
• Community support (of men and women) encourage girls and women empowerment, to overcome the gender obstacles that limit their life experience and skill development
• There is lack of gender education in the high school communities</td></tr>
</table>

	• As a result of gender roles and limited access to development opportunities (training, education, public participation, networking, selfcare resources, IT usage, soft and technical skills), women have limited entrepreneurship skills. • Participating high school students have basic knowledge on STEM disciplines to foster interest in STEM-related project design and implementation • There is political will to undertake action to advance gender equality in the states and communities of implementation

The project contributes directly to the effective exercise of the right to education by providing girls and women with tools and skills to pursue higher education in a broader array of alternatives, mainly in STEM, and to increase their participation in the economic activity. Considering the theory of change, the project will contribute to achieving *UNSDCF Outcome 4. By 2025, the Mexican State has a strategy for productive development that promotes associativity, innovation, productivity and competitiveness, as well as higher levels of national inputs in production chains, with better governance for equality based on a human rights framework, with gender perspective,* as well as to *CPD Output 3. Strengthened inclusion of women, youth, and migrants in production chains, labour markets, and financial and educational services.*

In this line, the project considers two main components:

1) The "Gender Equality, Scientific thinking and Youth Social Entrepreneurship Model"

This is a two-and-a-half-year learning program, in which a total of 60 schools, 120 high-school teachers tutoring 30 000 first-year, high-school students, men and women, in four different Mexican states will be involved in a learning, collaborative experience to reduce the STEM gender gap.

The Model aims to build skills and learning about gender, women's participation in STEM from a gender perspective, scientific thinking from a pluralist approach, project design, inclusion and local development, to contribute to the construction of conditions for a more equal participation between men and women. This objective will be accomplished by applying a learning-by-doing and skill building approach through the "Gender Equality, Scientific Thinking and Youth Social Entrepreneurship Model", a learning program to be designed as part of the project considering previous UNDP experiences, which will focus on key skills, such as self and social-awareness, collaboration, growth mindset, perspective taking and responsible decision-making. The Model consists of the following three phases that will be implemented consecutively one year each:

1. **Gender-STEM learning (year 1):** lessons on gender, focused on understanding men and women inequalities and practicing more inclusive and supporting gender relationships, framed in the STEM context.
2. **Scientific thinking and project design for social inclusion and equality from a STEM, local development and scientific pluralism approach (year 2):** lessons and activities to develop scientific thinking from a pluralist and social-diversity approach and skills to design projects with community impact in social inclusion, women's participation and sustainable development. Methodology and activities will be

designed considering previous and successful UNDP similar experiences, such as *Contruye T* and *Empodérate* skill-learning programs on socio-emotional learning and social entrepreneurship.[6]

3. **Implementation of student projects (last 6 months):** during the third year of the program, 60 student projects, designed during the second year, will be awarded 500 USD each one for their implementation. Students will receive guidance and accompaniment from UNDP. Projects will be eligible based on their capacity to impact their community and contribute to social inclusion, local development, women empowerment and STEM positioning.

Additionally, the project will undertake a comprehensive diagnosis on the STEM-participation and Gender relationship based on the experience and perspective of students from 12 schools in which tutors will be accompanied by UNDP facilitators along the 2.5 years, allowing an accurate presence-based, follow-up of the learning model implementation. A final report with recommendations for public policy will be delivered by the project.

2) Women's empowerment and socio-economic local development strategy:

This strategy is implemented in parallel with the learning model in Puebla-Veracruz to strengthen skills for local, sustainable, and economic development of women entrepreneurs whose work has an impact in the livelihoods of their communities. Taking into consideration the impact of hurricane Grace in 2021 and its sequels, this component aims to accelerate local economic recovery and improve the communities' livelihoods in this specific region. In this context, the project will provide training and accompaniment to women-led social entrepreneurships and other initiatives related to primary activities and local livelihoods. The strategy comprises the next activities for beneficiaries:

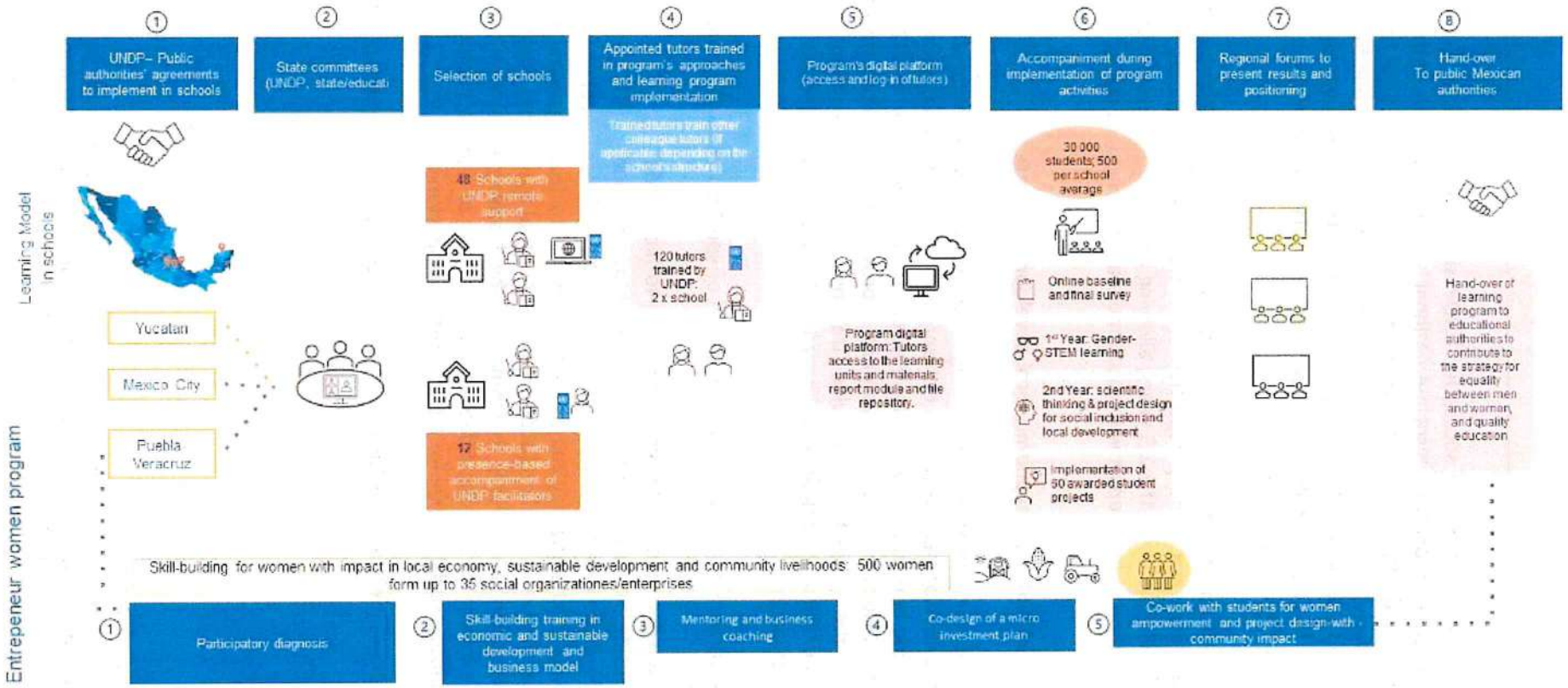
- Based on a participatory diagnosis, the identification of specific needs of women's organizations and social enterprises
- A course for women entrepreneurs in virtual and face-to-face mode
- Mentoring and business coaching during the implementation period
- The co-design of a micro investment plan to strengthen the business model
- Participating women in this strategy and students attending the learning model in Puebla and Veracruz will work together in the design of projects, considering critical approaches, such as local development, gender, social inclusion, and STEM, to strengthen the learning ecosystem by fostering bonds of community commitment and getting a deeper understanding of women's conditions of inequality and the need to promote a social change for equal access to opportunities.

The following chart shows the main activities and how they will be strategically deployed:

[6] *There are two UNDP previous experiences considered in the design of this project component: The STEM toolbox pilot project was implemented Puebla in 2019 with the local government and the national petroleum company (PEMEX), https://pnudmx.exposure.co/por-un-mexico-con-mas-cientificas-ingenieras-y-matematicas and Construye T, a socio-emotional skill building program for youth that have successfully become a public program or policy http://construyet.sep.gob.mx/*

PROJECT DOCUMENT

Mexico



III. RESULTS AND PARTNERSHIPS

Expected Results

The project considers the participation of 120 school tutors who will learn about the key topics of the model and the critical approaches for gender equality, scientific pluralism, Gender-STEM complexity, and student involvement with local entrepreneurs. 30,000 high-school students will learn about gender perspective, which will enable harnessing scientific thinking and STEM skills that the project intends to provide the students with. These results will be achieved through the application of the "Gender Equality, Scientific Thinking and Youth Social Entrepreneurship Model," a program on gender equality and design and implementation of social projects based on a skill-learning and learning-by-doing approach that will emphasize on self and social-awareness, collaboration, growth mindset, perspective taking and responsible decision-making.

The acquisition of critical skills will offer students new alternatives for their professional outcomes. Students, men, and women will be exposed to a wider understanding of the STEM areas and will be able to identify their own abilities in these fields. It is expected that the learning-by-doing approach will help students to make sense of STEM, creating an atmosphere of pertinence and more confidence, addressing more women and men to choose and pursue further education or jobs in these domains. The effect of the gender perspective is expected to be twofold: women will acquire skills and experience in the domain and will feel equally inspired to pursue a career in STEM, and young men pursuing careers in STEM will be more acceptant of women as their colleagues and ready to work with them.

This comprehensive model builds capacity in the younger generation and tackles the difficulty that women face to participate in projects or enter the workforce in these fields and put into practice their knowledge and skills. In this way, the initiative allows students to acquire knowledge and expertise on STEM and its practice. Women and men at the school community level will become aware of stereotypes and understand the role of women as agents of development. At the end of the project, the cohort, especially women, will broaden their career options, including STEM careers as an alternative. Lastly, in the long term, it is expected that women face less barriers based on their sex or gender to join the workforce and develop a career in STEM.

The second component focuses on the development of skills and abilities for the economic empowerment of women entrepreneurs in the states of Puebla and Veracruz. These women will acquire abilities and skills to improve their business ventures' profitability. Their communities will experience further development linked to these ventures.

As a result of component one and two, the communities will advance in terms of sustainable development and towards the achievement of the SDGs (Sustainable Development Goals).

As a result of project implementation, it is expected that:

- More young students, especially women, recognize that STEM disciplines, professions and jobs broaden their life and career options.
- More young students, especially women, plan to pursue professional studies, occupations or a career in STEM areas or disciplines.
- At least 120 school tutors commit to promote gender equality among students.
- At least 500 women from rural areas acquire and apply business and collaborative leadership skills in alignment with the local and sustainable development principles.

These results seek to contribute to social equity, gender equality, women empowerment and, in general, a more inclusive, participative, peaceful, and sustainable society, in accordance with UN and UNDP frameworks, as well as national strategies established by current Mexican administration:

- United Nations Sustainable Development Cooperation Framework (UNSDCF) and Country Programme Document (CDP) for Mexico:
  - UNSDCF Outcome 4. By 2025, the Mexican State has a strategy for productive development that promotes associativity, innovation, productivity and competitiveness, as well as higher levels of national inputs in production chains, with better governance for equality based on a human rights framework, with gender perspective
  - CPD Output 3. Strengthened inclusion of women, youth, and migrants in production chains, labour markets, and financial and educational services.
- UNDP Strategic Plan 2022-2025, in the following signature solutions:
  - *Poverty and inequality:* Tackling inequality of opportunities by investing in the enhanced capabilities people need to move above the poverty line and keep moving forwards.
  - *Gender equality*: Confronting the structural obstacles to gender equality and strengthening women's economic empowerment and leadership.
- National Programme for equality between women and men 2020-2024 (*Programa Nacional para la Igualdad entre Mujeres y Hombres—Proigualdad*[7]), while the Programme pursues:
  - To strengthen women's economic autonomy to eradicate historical gaps of inequality.
  - To generate the conditions to recognize, reduce and redistribute domestic and care work among families, the State, the community, and the private sector.
  - To position the equal participation of women in decision-making in the political, social, community, private spheres.
- National Strategy of Inclusive Education (*Estrategia Nacional de Educación Inclusiva—ENEI*[8]), while the Strategy establishes the following principles for national education:
  - Diversity, substantive equality, social inclusion, interculturality, intersectionality, curricular flexibility.

Resources Required to Achieve the Expected Results

To undertake the listed activities of the project, special arrangements are required that go beyond its financial needs which have been foreseen by UNDP considering previous experiences and good practices, particularly those linked to education, where legitimation by the corresponding authorities is necessary, and for the development at the community level, as in the case of the second component, where legitimation of local authorities is preferable.

In this regard, UNDP will work in collaboration with public and education authorities and institutions; UNDP has a long tradition working hand in hand with the Sub-secretariat of Higher Secondary Education (the highest authority at the federal and state level in high school education), and INAES (Social Economy National Institute). Currently, UNDP is collaborating with the State governments of Ciudad de México, Puebla and Yucatán. These alliances are relevant to discuss the eventual scalability and sustainability of the initiative.

To consolidate the implementation in schools, UNDP will establish ad-hoc committees as management bodies with public and educational authorities. During *Construye T* UNDP Project implementation (2014-2020) ad-hoc committees were created (32 committees, 1 per federal state), integrating UNDP projects' personnel and educational authorities from different subsystems. These committees worked as governance-

[7] Proigualdad (2020), available in https://dof.gob.mx/nota_detalle.php?codigo=5608467&fecha=22/12/2020#gsc.tab=0

[8] ENEI (2019), https://infosen.senado.gob.mx/sgsp/gaceta/64/2/2019-11-14-1/assets/documentos/Estrategia_Educacion_Inclusiva.pdf

, coordination-, and decision-making bodies, resulting in good practice that guaranteed the effective implementation of the project by the school personnel in a sustained manner. This practice is taken up again in this project, in consideration of the close relationship between UNDP and educational authorities, the positive outcomes and its effectiveness.

Construye T project was effectively implemented with the creation of "Tutores *Construye T*" figure; a teacher or tutor from the participating school who was trained by UNDP in Socioemotional learning, and to implement the program. Tutors were responsible for reporting progress, attending UNDP trainings and replicating those trainings to other school personnel, depending on the schools' structure, -model and institutional framework or normative; tutors' new functions and responsibilities in the program were recognized by schools and authorities, in accordance with UNDP recommendations, to contribute to the sustainability of the project and schools' capacity-building.

In this project, these ad-hoc committees will be established to manage, coordinate, and implement project activities. Committees will be integrated by representatives of UNDP, SEMS (Sub-secretariat of Higher Secondary Education) and autonomous subsystems of upper secondary education, in accordance with previous UNDP-SEMS experiences. The committees' responsibilities are:

- To legitimize project activities in schools
- To establish a work program at the State and school level
- To select participating schools and to assign roles and responsibilities
- To regularly monitor implementation
- To request information on implementation and other relevant data to schools
- To approve survey application for diagnosis and any other intervention
- To head, coordinate and approve local events (e.g., forums)

Partnerships

Z Zurich Foundation (ZZF), being the main vehicle of Zurich Insurance Group Ltd to deploy its global community investment strategy, will provide support to enrich implementation through the global strategy for the Zurich Mexico's employee involvement in community development. While not being part of this agreement and not being responsible for any specific activity, the participation of Zurich Mexico's employees will allow more comprehensive activities and more people getting involved with local development which results in the strengthening of the social fabric. These activities include:

- **Participating in the educational and teaching contents of the toolkits for schools, via the cocreation of videos.** The project will draw on women employees' experience on venturing into typically masculine industries and public spaces, as well as other obstacles that can be encountered in workspaces, to include stories and non-typical female role models to the students.
- **Mentoring and coaching for the second year of the program in which scientific thinking and project design will be taught, especially for entrepreneurship, innovation, and related skills.** The contribution of personnel to the toolkit will help ensure the adequacy of the toolkit with the skills and abilities required for the students' empowerment and participation in the community development.
- **Personnel will be encouraged to get involved as panelists in the committees for the participatory diagnosis of needs of women entrepreneurs, as well as giving guidance in the co-design of micro investment plans.** It is expected that in this way business risks decrease. Throughout the implementation of this component, employees could participate as mentors in the training program for women entrepreneurs. The goal of mentoring is to strengthen women's entrepreneurship, innovation, risks management, business management, finance, and leadership skills.

- **In the project implementation stage in high schools, employees will be able to participate as panelists in the selection of the student projects**, which will be awarded with a grant and guidance in their implementation. The reason for their involvement at this stage is to harness their knowledge of feasibility, relevance, and impact evaluation of projects.
- **The project will seek the inclusion of testimonials and experiences of employees** for the project's systematization of results and lessons learned.

Risks and Assumptions

Few risks are involved in the project activities. The main environmental risk identified is the possibility of natural hazards affecting the communities where local development and women empowerment strategy is deployed because of hurricanes or other natural distress which could impact in beneficiaries' availability to attend the training program. To mitigate this risk, learning contents themselves integrate a crisis recovery and adaptation logic; activities will be planned in accordance with seasonal periods seeking more appropriate conditions for fulfillment of objectives.

Other risks have been foreseen related to operational, strategic, and financial factors:

Operational. *A delay in the implementation in schools due to u*nexpected changes in the academic schedules (as it happened during Covid19 pandemic) and/or the educational system priorities, which can impact in the timing of the project implementation and the deployment of activities in schools. In this eventuality, the project will assure the rescheduling of activities, and/or a virtual based operation to diminish the impact to the lack of access to schools.
Strategic. A poor government commitment or slow response could hinder the access to schools due to unexpected changes or bureaucracy, in which case mitigation will take place through diversification of agreements with government at different levels (federal, state and municipal), assuring operation. In the same line, another measure is establishing direct collaboration agreements with educational authorities from different subsystems of high school education.
Financial. Operation could be restricted by delays in the provision of budget ministrations. In this case, to mitigate the possible effects, a rescheduling of activities and limiting operation to the according ministration phase will be considered in activities organization.

Monitoring of these possible events will be constantly carried out by the project administration.

See:

- *Annex 2. Social and Environmental Screening Template*
- *Annex 3. Risk Analysis*

Stakeholder Engagement

To foster ownership of the project, UNDP will implement a participative approach and will establish management bodies with the target populations and beneficiaries:

- **Working with schools' personnel and local leaders (target populations):**

  UNDP will implement organizational activities under a participative approach that allow target populations, such as local leaders (women), school supervisors, principals, and teachers to establish the required working plans for deployment, fostering community integration and ownership. Priority will be given to the establishment of state/local committees so that project activities respond to the local dynamics. Results of diagnosis included in the project activities will be communicated to these

groups to collectively participate in the decision-making processes and identification of needs and priorities.

- **Working with students (beneficiaries)**

  Methodologies and approaches in the learning programs will seek to make relevant beneficiaries' life story and knowledge about their locality to motivate ownership. Project activities include the design and implementation of projects with impact at the local and community level, so students can experience and practice the learned skills, but also to motivate their process to reach a deep understanding of them as agents of change by proposing and *taking action*. Results of diagnosis will be considered by the project in the formulation of learning contents.

At the same time, during the three years of implementation, the project will seek to establish alliances with strategic actors for the local development to foster community engagement:

- **Working with public authorities:**

  UNDP will work in **collaboration with** public and education authorities and institutions; UNDP has a long tradition working hand on hand with the Sub-secretariat of Higher Secondary Education (the highest authority at the federal level and state in high school education), and INAES (Social Economy National Institute). Currently, UNDP is collaborating with the **State governments** of Ciudad de México, Puebla and Yucatán. These alliances are relevant to discuss scalability and sustainability of the initiative.

- **Working with universities and vocational centers:**

  UNDP will seek to establish alliances with universities and vocational institutes at the regional level to promote STEM activities and careers, new role models of women in such fields and get them involved in the design of student projects. At the same time, working with further education institutes can help students to identify STEM career options, scholarships, etc.

- **Working with public institutions at the local:**

  UNDP will seek the involvement of key public institutes, aligned with the project objective, such as:

  - Municipal/State institutions for the promotion of women's empowerment and the elimination of violence against girls and women.
  - Institutions in charge of implementing policies for youth development.
  - Institutions in charge of implementing actions for the promotion and dissemination of Science and Technology.

  Among other key entities that encourage state ownership (for example, the National Institute of Social Economy and Government of Puebla).

- **Private sector, non-governmental Organizations, ZZF and UNDP's allies and partners:**

  UNDP will invite NGO working on the promotion of STEM and ZZF formal or current allies to attend the annual forums which objective is to disseminate and communicate student projects, women's advancement and achievements to public authorities and key actors for local development. Enterprises, NGO and foundations will be invited to get involved or contribute with actions that

strengthen women's and students' experience in STEM and the local network of productive organizations led by participants.

Digital Solutions

Digital solutions are core in the formulation of the strategies to increase the scope of beneficiaries, reduce obstacles of mobility, transportation and communication, as well as the eventual scalability and permanence of the learning model:

- The learning model will be allocated in a digital platform which will a) host the learning materials in electronic, printable and downloadable versions for accessibility (considering schools barriers due to connectivity or infrastructure), b) a system to report and monitor progress in schools, and c) provide remote assistance to tutors. At the end of the project, the model and learning materials will be delivered to the public authorities to contribute to the National and subnational strategies for equality between men and women, and quality education.
- The strategy for women entrepreneurs' empowerment will consider a hybrid solution, traditional and digital, to establish a strong network of communication with beneficiaries, provide training and facilitate the coaching, guidance and mentoring for the development of the investment plans and the strengthening of the entrepreneurship and business models.

Knowledge

The project comprises the design of learning products in digital formats, which will also be implemented during the project's life:

- The learning model for schools:
  - Gender Equality, Scientific Thinking and Youth Social Entrepreneurship learning Program: a toolkit on gender, scientific thinking and project design made up of 20 learning lessons
  - 20 video tutorials for teachers
  - 20 videos for students

- The design of a course for women in rural contexts on social economy entrepreneurship
- A toolkit for economic empowerment for women in rural contexts
- A comprehensive diagnostic report on the relationship between STEM and gender in high school students, based on student surveys and participant observation from UNDP presence-based personnel in some of the schools.

Sustainability and Scaling Up

At the end of the project, the model and its learning materials are expected to be transferred to public authorities, so it could be integrated as a public program that contributes to *the National Strategy for Equality between Men and Women,* and *the National Strategy for Inclusive Education*. The project comprises two main resources to scale-up results, as well as ensure National ownership:

- Project committees with educational authorities at the state level, and a close relationship with local governments. This strategy allows to legitimately train school tutors to implement the learning model, which results at the same time in schools' capacity-building, since tutors are school staff.
- Annual forums per region of implementation to communicate results and articulate public authorities and relevant actors for social commitment, youth development and women's empowerment.

IV. PROJECT MANAGEMENT

Cost Efficiency and Effectiveness

The project design is based in successful and good practices carried out by UNDP Mexico, in this sense, two Units of UNDP Mexico will be involved in the implementation of the activities: the Unit for Socioeconomical Development and the Unit of Energy, Environment and Resilience, which have provided their expertise starting from the ideation and design of the project. Educational strategy takes into consideration one of the more emblematic projects at UNDP Mexico, Construye T, which became a national program implemented in all the public high schools (more than 11 thousand school centers). From this experience, among other elements, this project resumes:

- Digitalization and the use of digital platforms to achieve a greater reach of schools and students benefited, and to facilitate scaling-up, adjustments and replicability of the program to a low cost.
- The school tutors and teachers as the means to deliver knowledge and learning experiences to the students, so that capacities belong to the schools and to gain a higher-level of ownership from the school community.
- Coalition with the educational authorities at various levels, their involvement in the deployment of the strategy and the eventual institutionalization.
- A skill-building approach to promote the development of personal resources in young people and their communities for empowerment.
- Knowledge creation, taking advantage of the data provided by implementation and the monitoring systems.

On the other hand, the Unit of Energy, Environment and Resilience, which will implement the women entrepreneurs' empowerment strategy, has a tradition of working with rural and semi-rural communities and, in 2020, in partnership with ZZF, it implemented a sustainable economic recovery and reactivation program in rural and indigenous communities, to overcome the impact caused by the pandemic. This component will be leveraged by another Unit's initiative that will provide financial resources to a selected group of entrepreneurships.

Project Management

Project's main operation will take place at the UNDP building, located in Montes Urales 440, Lomas de Chapultepec, in Mexico City, with regional liaisons in the Mexican states of Yucatan, Puebla and Veracruz. An organization chart of the personnel required for the project operation is presented in section VIII.

V. RESULTS FRAMEWORK

Intended Outcome as stated in the UNSDCF: *Direct Effect 4: By 2025, the Mexican State has a strategy for productive development that promotes associativity, innovation, productivity and competitiveness, as well as higher levels of national inputs in production chains, with better governance for equality based on a human rights framework, with gender perspective* *educational services*
Outcome indicators as stated in the Country Programme Results and Resources Framework, including baseline and targets: *Output 3. Strengthened inclusion of women, youth, and migrants in production chains, labour markets, and financial and educational services.* *Indicator 3.1. Number of inclusion initiatives and/or models adopted or implemented by various agents (public and private sector, academia, civil society organizations, international organizations) for women*
Applicable Output(s) from the UNDP Strategic Plan: *Signature Solutions: (1) Poverty and inequality: Tackling inequality of opportunities by investing in the enhanced capabilities people need to move above the poverty line and keep moving forwards. (6) Gender equality: Confronting the structural obstacles to gender equality and strengthening women's economic empowerment and leadership.*
Project title and Atlas Project Number: 00130550 - Development of skills for gender equality and women empowerment through STEM learning and project design for local development and social inclusion

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)			FINAL	DATA COLLECTION METHODS & RISKS
			Value	Year	Scholar Year 1 (2022-2023)	Scholar Year 2 (2023-2024)	Scholar Year 3 (2024-2025)	(2025)	
Output 1 *A hybrid (digital and presence-based) learning* model implemented in schools on gender, scientific thinking and project design	***1.1** Three committees established for management of implementation activities in schools and learning program legitimation with the participation of UNDP personnel and educational authorities.*	1. Track results progress project report. 2. An act of establishment of the committee with the signatures of its participants	0	2022	*3*	0	0	*3*	Minute of UNDP-Public Authorities collaboration agreement. Risks: Minutes could not be signed by participants; if minutes are not collected, other evidence such as photos or digital evidence (digital screenshots, e-

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)			FINAL	DATA COLLECTION METHODS & RISKS
			Value	Year	Scholar Year 1 (2022-2023)	Scholar Year 2 (2023-2024)	Scholar Year 3 (2024-2025)	(2025)	
									mails) can be considered.
	***1.2** 100% of appointed school tutors (120) approve the trainings designed to understand the approaches and learning model.*	Training evaluation forms	0	2022	*100% tutors attend and approve the training (70% available points)*	*100% tutors attend and approve the training (70% available points)*	*0*	*100%*	Physical evaluation forms of the appointed tutors who attend the workshops organized by UNDP and the appropriate authorities. Risks: any event that prevent presence-based training; remote mode can be implemented if so, and digital evaluation forms would be implemented via a digital platform.
	***1.3** 80% tutors from all the participating schools reports access to the learning materials, implementation reporting system and remote assistance via a digital platform during the full implementation.*	Platform reports	*0*	*2022*	*80% tutors in "active" status in digital platform*	*80% tutors in "active" status in digital platform*	*80% tutors in "active" status in digital platform*	*80%*	Automatic registration of participants by digital means.

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)			FINAL	DATA COLLECTION METHODS & RISKS
			Value	Year	Scholar Year 1 (2022-2023)	Scholar Year 2 (2023-2024)	Scholar Year 3 (2024-2025)	(2025)	
									Risks: In an event of a digital platform collapse or data deletion, the project will periodically generate digital data backups. Also, UNDP personnel implementing in field, could collect participation by visiting or calling tutors.
	***1.4** 80% of women and men population of students recognize that STEM disciplines, professions and jobs broaden their life project options at the end of the program.*	Ex-ante and ex-post student survey implemented by the project and applied by schools' personnel	*0*	*2022*	*0*	*0*	80% of students	*80%*	Ex-ante and ex post digital student survey implemented by the project and applied by schools' personnel. Risks: In an event of a digital platform collapse or data deletion, the project will periodically

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)			FINAL	DATA COLLECTION METHODS & RISKS
			Value	Year	Scholar Year 1 (2022-2023)	Scholar Year 2 (2023-2024)	Scholar Year 3 (2024-2025)	(2025)	
									generate digital data backups. Also, UNDP personnel implementing in field, could collect data from students by traditional methods including a representative sample. Other sources of information could be data provided by universities and further education institutions to compare any change in the traditional number of students registering to STEM careers or attempting to do so.
	***1.5** 80% of the students willing to take immediate action to contribute to gender equality.*	Ex-ante and ex-post student survey implemented by the project and applied by schools' personnel	*N.D.*	*2022*	*0%*	*80% of students*	*0%*	*80% of students*	Online survey to be implemented at the beginning of the program and at the

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)			FINAL	DATA COLLECTION METHODS & RISKS
			Value	Year	Scholar Year 1 (2022-2023)	Scholar Year 2 (2023-2024)	Scholar Year 3 (2024-2025)	(2025)	
									end of the second year. Risks: In an event of a digital platform collapse or data deletion, the project will periodically generate digital data backups. Also, UNDP personnel implementing in field, could collect data from students by traditional methods including a representative sample.
	1.6 120 school tutors committed to promoting gender equality among students.	Final survey to tutors via the project platform.	*0*	*2022*	*0*	*0*	*120*		Online survey to be implemented at the end of the second year. Risks: In an event of a digital platform collapse or data deletion, the project will

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)			FINAL	DATA COLLECTION METHODS & RISKS
			Value	Year	Scholar Year 1 (2022-2023)	Scholar Year 2 (2023-2024)	Scholar Year 3 (2024-2025)	(2025)	
									periodically generate digital data backups. Also, UNDP personnel implementing in field, could collect data from tutors.
	1.7 Public policy recommendations Report to strengthen, through educational practice and enabling environments, gender equality in STEM participation based on a diagnostic survey of students	Ex-ante and ex-post student survey implemented by the project and applied by schools' personnel	0	2022	*0*	*1 diagnostic report*	*1 report of the learning program implementation*	*2 reports*	Online survey to be implemented at the beginning and end of the learning program. Risks: In an event of a digital platform collapse or data deletion, the project will periodically generate digital data backups. Also, UNDP personnel implementing in field, could collect data from tutors by focus groups sessions or other participative methods.

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)			FINAL	DATA COLLECTION METHODS & RISKS
			Value	Year	Scholar Year 1 (2022-2023)	Scholar Year 2 (2023-2024)	Scholar Year 3 (2024-2025)	(2025)	
Output 2 Women have enhanced entrepreneurial skills and foster community development	*2.1 Knowledge and skills applied by the 500 women in their businesses/entrepreneurial activities.*	Ex-ante and ex-post Survey	*0*	*2022*	*0*	*500*	*0*	*500*	Physical or digital evaluation collected by project personnel
	2.2 50 entrepreneurship/productive organizations gained profitability	Diagnostic and Investment and finance plan elaboration	*0*	*2022*	*50 diagnostics*	*50 plans*	*0*	*50 diagnostics and 50 plans*	Needs diagnostic forms collected by UNDP personnel and Investment and finance plans elaborated by entrepreneurs. Risks: if information is not provided by participants at the end of the program, general data from economic performance of the municipalities/communities can be considered from public data bases, to compare ex-ante and ex-post economic situation.

VI. MONITORING AND EVALUATION

Monitoring Activity	Purpose	Frequency	Expected Action	Partners (if joint)	Cost (if any)
Track results progress	Progress data against the results indicators in the Results Framework will be collected and analyzed to assess the progress of the project in achieving the agreed outputs.	Biannual	Slower than expected progress will be addressed by project management.	N/A	-
Monitor and Manage Risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. This includes monitoring measures and plans that may have been required as per UNDP's Social and Environmental Standards. Audits will be conducted in accordance with UNDP's audit policy to manage financial risk.	Annually	Risks are identified by project management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.	N/A	-
Annual Project Quality Assurance	The quality of the project will be assessed against UNDP's quality standards to identify project strengths and weaknesses and to inform management decision making to improve the project (See Annex 1)	At the Design, Implementation and Closure stages	Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance.	N/A	-
Project Report	A progress report will be presented to the Project Board and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual project quality rating summary, an updated risk long with mitigation measures, and any evaluation or review reports prepared over the period.	Annually, and at the end of the project (final report)	According to UNDP's project report form.	N/A	-
Project Review (Project Board)	The project's governance mechanism (project board) will hold regular project reviews to assess the performance of the project and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the project's final year, the Project Board shall hold an end-of project review to capture lessons learned and discuss opportunities for scaling up and to socialize project results and lessons learned with relevant audiences.	Annually	Any quality concerns or slower than expected progress should be discussed by the project board and management actions agreed to address the issues identified.	ZZF, SRE	-

Monitoring Activity	Purpose	Frequency	Expected Action	Partners (if joint)	Cost (if any)
ZZF Impact Report	In accordance with ZZF, the project will present an annual report to ZZF in relation to the progress of the project and in alignment with the requirements of their own institutional framework and communication strategy. (See Annex 4. Grant progress report to the Z Zurich Foundation)	Annually	According to ZZF's project report form.	ZZF	-

VII. MULTI-YEAR WORK PLAN

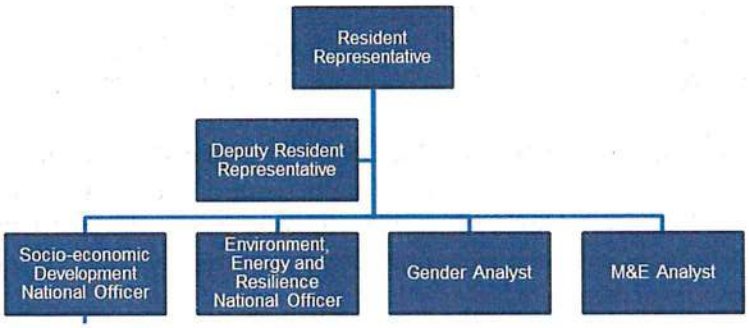
EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year (USD)			RESPONSIBLE PARTY	PLANNED BUDGET		
		Y1 (2022-2023)	Y2 (2023-2024)	Y3(2024-2025)		Funding Source	Budget Description	Amount (USD)
Output 1: A hybrid (digital and presence-based) learning model implemented in schools on gender, scientific thinking and project *Gender marker: G3*	1.1 Alliances with Public and educational authorities	$ 319,808.10	$ 187,679.85	$ 213,327.43	UNDP	ZZF	Personnel, travel, Digital Services and learning materials, Training, Dissemination activities, Operation, equipment and supplies	$720,815.38
	1.2 Design and digital adaptation of program materials for teachers, students and women							
	1.3 Teachers training in site and virtually							
	1.4 Online gender-STEM baseline survey for 30,000 participant students.							
	1.5 Survey for students in schools with presence-based UNDP accompaniment for diagnostic report.							
	1.6 Selection of student projects to be awarded for implementation.							
	1.7 Projects implementation with women entrepreneurs							
	1.8 Forums for dissemination and communication of experiences and results with potential partners and relevant authorities.							
	1.9 Systematization of results and lessons learned							
	MONITORING	N/A	N/A	N/A				
	Sub-Total for Output 1							**$ 720,815.38**
Output 2: Women have enhanced	2.1 Identification and selection of women and organizations for the local development strategy	$ 49,865.24	$ 29,263.49	$ 33,370.89	UNDP	ZZF	Personnel, travel, Training, Dissemination	$ 112,499.61

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year (USD)			RESPONSIBLE PARTY	PLANNED BUDGET		
		Y1 (2022-2023)	Y2 (2023-2024)	Y3(2024-2025)		Funding Source	Budget Description	Amount (USD)
entrepreneurial skills and foster community development *Gender marker: G3*	2.2 Participatory diagnosis to identify needs with women entrepreneurs and co-design of micro investment plan						activities, Operation, equipment and supplies	
	2.3 Training program for women entrepreneurs: implementation of a course, mentoring and business coaching.							
	2.4 Forums for dissemination and communication of experiences and results with potential partners and relevant authorities.							
	2.5 Systematization of results and lessons learned							
	MONITORING	N/A	N/A	N/A				
	Sub-Total for Output 2							**$ 112,499.61**
General Management Support (GMS) - 8%								**$ 66,665.20**
Coordination Levy (CL) - 1%								**$ 9,090.71**
TOTAL								**$909,070.90**

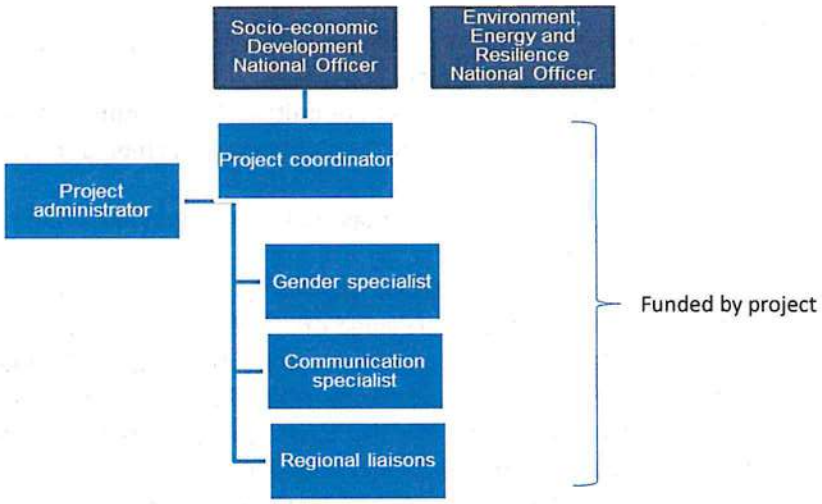
VIII. GOVERNANCE AND MANAGEMENT ARRANGEMENTS

UNDP office has a governance model for the office operation and the project implementation. At the signature of the agreement the AMEXCID (SRE) office participates as official counterpart in Mexico.

Governance model at the Organization level (UNDP)



Governance model at the project level



The project management team considers a project coordinator, a gender and education specialist, a communication specialist, a project administrator and 4 regional liaisons (1 per state). The project will be allocated at the Socio-economic Development Unit, and will have a participation of the Environment, Energy and Resilience Unit. Both Units National Officers will guarantee the project quality at the Project Board.

Ministry of International Relations (SRE). The SRE, through the Mexican Agency for International Development Cooperation (AMEXCID), is the official counterpart in terms of cooperation between the Government of Mexico

and the UNDP, by provisions of the Government of the United Mexican States (Mexico). Its main responsibilities are:

- Act as the official counterpart of the Government of Mexico to UNDP, in its capacity as responsible for Mexico's technical cooperation; and formalize the approval of cooperation project documents that federal, state, municipal and private entities submit to UNDP in accordance with the National Development Plan;
- When deemed necessary, request in writing from the UNDP reports on the development of the projects;
- Approve the annual audit plan for UNDP projects and convene the information meeting and consultation prior to the audit exercise in accordance with UNDP standards and procedures;
- Participate in the Project Board, at least once a year, if requested;
- Participate in the required tripartite follow-up or reorientation meetings of the project.

United Nations Development Program (UNDP). It is the global development network established by the United Nations, whose mandate is to promote the development of countries and link them with knowledge, experience and resources to help people build a better life. It has an integrating and articulating function at the national and international level and with sufficient convening power and mandate to seek and manage economic resources from the international community.

In addition to managing the resources, it is responsible for the timely provision of the necessary inputs for the execution of the project, for providing specialized technical advice for the achievement of results, for coordinating accountability and carrying out the planned activities, as well as compliance with the objectives set out in the project. For this purpose, it will be supported by a structure that is described in the project governance model. Its responsibilities are:

- Appoint a Program Officer responsible for substantive and operational advice, monitoring and support for the development of project activities;
- Manage the financial resources committed in the Annual Work Plan reviewed and approved by the Project Board, and inform the Implementing Partner and the Project Board about their origin and destination;
- Advise the project in making managerial decisions in accordance with what was approved by the Project Board;
- Provide technical advice to the project so that it includes gender equality across the board. These specialized services will be provided on a full cost recovery basis;
- Be responsible for rendering accounts and submitting applicable reports;
- Protect and maintain confidentiality regarding the information disclosed by ZZF and ZURICH MEXICO and/or discovered by UNDP in the course of implementing its activities, in accordance with the signed letter of agreement and this project document.
- Supervise and follow up, together with the Implementation Partner, each one of the project activities;
- Take advantage of the network of national and international contacts in favor of project activities and establish synergies between technical cooperation projects in common areas and/or other areas that contribute to the debate and analysis of the project;
- Contract, with project resources, the external evaluations and audits deemed necessary and monitor their procedures.
- Form part of the Project Board.

Project Board. The Project Board is a monitoring and decision-making body that meets at least once a year and is made up of:

- the Unit Officer or UNDP Representative
- a representative of the SRE/AMEXCID
- a representative of ZZF (if desired or requested)
- a representative of ZURICH MEXICO (if desired or requested by ZZF)

Its main functions are:

- Monitor compliance with the project objectives.
- Establish, focus or redesign the project strategy.
- Analyze or, where appropriate, resolve issues related to the progress of the project, in order to follow up on the work plan and comply with performance indicators.
- Approve the work plan and the annual budget.
- Monitor both the budget situation and the timely provision of financial, human and technical inputs for compliance with the work plan.
- Guarantee the participation and appropriation of the parties involved in the achievement of the project's objectives.
- Observe that the rules and procedures of the Implementation Partner (UNDP) are satisfactorily complied with in accordance with the provisions of this document.
- Convene, if necessary, extraordinary meetings.

IX. LEGAL CONTEXT

The project document shall be the instrument envisaged and defined in the Financing Agreement between The United Nations Development Programme (UNDP) and ZZF, attached hereto and forming an integral part hereof, as "the Project Document".

This project will be implemented by UNDP ("Implementing Partner") in accordance with its financial regulations, rules, practices and procedures only to the extent that they do not contravene the principles of the Financial Regulations and Rules of UNDP. Where the financial governance of an Implementing Partner does not provide the required guidance to ensure best value for money, fairness, integrity, transparency, and effective international competition, the financial governance of UNDP shall apply.

X. RISK MANAGEMENT

UNDP (DIM)

1. UNDP as the Implementing Partner will comply with the policies, procedures and practices of the United Nations Security Management System (UNSMS.)
2. UNDP as the Implementing Partner will undertake all reasonable efforts to ensure that none of the project funds are used to provide support to individuals or entities associated with terrorism, that the recipients of any amounts provided by UNDP hereunder do not appear on the United Nations Security Council Consolidated Sanctions List, and that no UNDP funds received pursuant to the Project Document are used for money laundering activities. The United Nations Security Council Consolidated Sanctions List can be accessed via https://www.un.org/securitycouncil/content/un-sc-consolidated-list. This provision must be included in all sub-contracts or sub-agreements entered into under this Project Document.

3. Social and environmental sustainability will be enhanced through application of the UNDP Social and Environmental Standards (http://www.undp.org/ses) and related Accountability Mechanism (http://www.undp.org/secu-srm).

4. UNDP as the Implementing Partner will: (a) conduct project and programme-related activities in a manner consistent with the UNDP Social and Environmental Standards, (b) implement any management or mitigation plan prepared for the project or programme to comply with such standards, and (c) engage in a constructive and timely manner to address any concerns and complaints raised through the Accountability Mechanism. UNDP will seek to ensure that communities and other project stakeholders are informed of and have access to the Accountability Mechanism.

5. In the implementation of the activities under this Project Document, UNDP as the Implementing Partner will handle any sexual exploitation and abuse ("SEA") and sexual harassment ("SH") allegations in accordance with its regulations, rules, policies and procedures.

6. All signatories to the Project Document shall cooperate in good faith with any exercise to evaluate any programme or project-related commitments or compliance with the UNDP Social and Environmental Standards. This includes providing access to project sites, relevant personnel, information, and documentation.

7. UNDP as the Implementing Partner will ensure that the following obligations are binding on each responsible party, subcontractor, and sub-recipient, for the avoidance of doubt, not including ZZF:

a. Consistent with the Article III of the SBAA *[or the Supplemental Provisions to the Project Document]*, the responsibility for the safety and security of each responsible party, subcontractor and sub-recipient and its personnel and property, and of UNDP's property in such responsible party's, subcontractor's and sub-recipient's custody, rests with such responsible party, subcontractor and sub-recipient. To this end, each responsible party, subcontractor and sub-recipient shall:
   i. put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried;
   ii. assume all risks and liabilities related to such responsible party's, subcontractor's and sub-recipient's security, and the full implementation of the security plan.

b. UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as required hereunder shall be deemed a breach of the responsible party's, subcontractor's and sub-recipient's obligations under this Project Document.

c. Each responsible party, subcontractor and sub-recipient (each a "sub-party" and together "sub-parties") acknowledges and agrees that UNDP will not tolerate sexual harassment and sexual exploitation and abuse of anyone by the sub-parties, and other entities involved in Project implementation, either as contractors or subcontractors and their personnel, and any individuals performing services for them under the Project Document.

   (a) In the implementation of the activities under this Project Document, each sub-party shall comply with the standards of conduct set forth in the Secretary General's Bulletin ST/SGB/2003/13 of 9 October 2003, concerning "Special measures for protection from sexual exploitation and sexual abuse" ("SEA").

   (b) Moreover, and without limitation to the application of other regulations, rules, policies and procedures bearing upon the performance of the activities under this Project Document, in the implementation of activities, each sub-party, shall not engage in any form of sexual harassment ("SH"). SH is defined as any unwelcome conduct of a sexual nature that might reasonably be expected or be perceived to cause offense or humiliation, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. SH may occur in the workplace or in connection with work. While typically involving a pattern of conduct, SH may take the form of a single incident. In assessing the reasonableness of expectations or perceptions, the perspective of the person who is the target of the conduct shall be considered.

d. In the performance of the activities under this Project Document, each sub-party shall (with respect to its own activities), and shall require from its sub-parties (with respect to their activities) that they, have minimum standards and procedures in place, or a plan to develop and/or improve such standards and procedures in order to be able to take effective preventive and investigative action. These should include: policies on sexual harassment and sexual exploitation and abuse; policies on whistleblowing/protection against retaliation; and complaints, disciplinary and investigative mechanisms. In line with this, sub-parties will and will require that their respective sub-parties will take all appropriate measures to:

   (i) Prevent its employees, agents or any other persons engaged to perform any services under this Project Document, from engaging in SH or SEA;

   (ii) Offer employees and associated personnel training on prevention and response to SH and SEA, where sub-parties have not put in place its own training regarding the prevention of SH and SEA, sub-parties may use the training material available at UNDP;

   (iii) Report and monitor allegations of SH and SEA of which any of the sub-parties have been informed or have otherwise become aware, and status thereof;

   (iv) Refer victims/survivors of SH and SEA to safe and confidential victim assistance; and

   (v) Promptly and confidentially record and investigate any allegations credible enough to warrant an investigation of SH or SEA. Each sub-party shall advise UNDP of any such allegations received and investigations being conducted by itself or any of its sub-parties with respect to their activities under the Project Document, and shall keep UNDP informed during the investigation by it or any of such sub-parties, to the extent that such notification (i) does not jeopardize the conduct of the investigation, including but not limited to the safety or security of persons, and/or (ii) is not in contravention of any laws applicable to it. Following the investigation, the relevant sub-party shall advise UNDP of any actions taken by it or any of the other entities further to the investigation.

e. Each sub-party shall establish that it has complied with the foregoing, to the satisfaction of UNDP, when requested by UNDP or any party acting on its behalf to provide such confirmation. Failure of the relevant sub-party to comply of the foregoing, as determined by UNDP, shall be considered grounds for suspension or termination of the Project.
f. Each responsible party, subcontractor and sub-recipient will ensure that any project activities undertaken by them will be implemented in a manner consistent with the UNDP Social and Environmental Standards and shall ensure that any incidents or issues of non-compliance shall be reported to UNDP in accordance with UNDP Social and Environmental Standards.
g. Each responsible party, subcontractor and sub-recipient will take appropriate steps to prevent misuse of funds, fraud, corruption or other financial irregularities, by its officials, consultants, subcontractors and sub-recipients in implementing the project or programme or using the UNDP funds. It will ensure that its financial management, anti-corruption, anti-fraud and anti money laundering and countering the financing of terrorism policies are in place and enforced for all funding received from or through UNDP.
h. The requirements of the following documents, then in force at the time of signature of the Project Document, apply to each responsible party, subcontractor and sub-recipient: (a) UNDP Policy on Fraud and other Corrupt Practices (b) UNDP Anti-Money Laundering and Countering the Financing of Terrorism Policy; and (c) UNDP Office of Audit and Investigations Investigation Guidelines. Each responsible party, subcontractor and sub-recipient agrees to the requirements of the above documents, which are an integral part of this Project Document and are available online at www.undp.org.

i. In the event that an investigation is required, UNDP will conduct investigations relating to any aspect of UNDP programmes and projects. Each responsible party, subcontractor and sub-recipient will provide its full cooperation, including making available personnel, relevant documentation, and granting access to its (and its consultants', subcontractors' and sub-recipients') premises, for such purposes at reasonable times and on reasonable conditions as may be required for the purpose of an investigation. Should there be a limitation in meeting this obligation, UNDP shall consult with it to find a solution.

j. Each responsible party, subcontractor and sub-recipient will promptly inform UNDP as the Implementing Partner in case of any incidence of inappropriate use of funds, or credible allegation of fraud, corruption other financial irregularities with due confidentiality.

   Where it becomes aware that a UNDP project or activity, in whole or in part, is the focus of investigation for alleged fraud/corruption, each responsible party, subcontractor and sub-recipient will inform the UNDP Resident Representative/Head of Office, who will promptly inform UNDP's Office of Audit and Investigations (OAI). It will provide regular updates to the head of UNDP in the country and OAI of the status of, and actions relating to, such investigation.

k. UNDP will be entitled to a refund from the responsible party, subcontractor or sub-recipient of any funds provided that have been used inappropriately, including through fraud corruption, other financial irregularities or otherwise paid other than in accordance with the terms and conditions of this Project Document. Such amount may be deducted by UNDP from any payment due to the responsible party, subcontractor or sub-recipient under this or any other agreement. Recovery of such amount by UNDP shall not diminish or curtail any responsible party's, subcontractor's or sub-recipient's obligations under this Project Document.

   Where such funds have not been refunded to UNDP, the responsible party, subcontractor or sub-recipient agrees that donors to UNDP (including the Government) whose funding is the source, in whole or in part, of the funds for the activities under this Project Document, may seek recourse to such responsible party, subcontractor or sub-recipient for the recovery of any funds determined by UNDP to have been used inappropriately, including through fraud, corruption or other financial irregularities, or otherwise paid other than in accordance with the terms and conditions of the Project Document.

   Note: The term "Project Document" as used in this clause shall be deemed to include any relevant subsidiary agreement further to the Project Document, including those with responsible parties, subcontractors and sub-recipients.

l. Each contract issued by the responsible party, subcontractor or sub-recipient in connection with this Project Document shall include a provision representing that no fees, gratuities, rebates, gifts, commissions or other payments, other than those shown in the proposal, have been given, received, or promised in connection with the selection process or in contract execution, and that the recipient of funds from it shall cooperate with any and all investigations and post-payment audits.

m. Should UNDP refer to the relevant national authorities for appropriate legal action any alleged wrongdoing relating to the project or programme, the Government will ensure that the relevant national authorities shall actively investigate the same and take appropriate legal action against all individuals found to have participated in the wrongdoing, recover and return any recovered funds to UNDP.

n. Each responsible party, subcontractor and sub-recipient shall ensure that all of its obligations set forth under this section entitled "Risk Management" are passed on to its subcontractors and sub-recipients and that all the clauses under this section entitled "Risk Management Standard Clauses" are adequately reflected, *mutatis mutandis*, in all its sub-contracts or sub-agreements entered into further to this Project Document.

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ANNEXES

1. **Project Quality Assurance Report (PQA)**

2. **Social and Environmental Screening Template**

3. **Risk Analysis**

4. **Grant progress report to the Z Zurich Foundation**

Annex 1. Project Quality Assurance Report (PQA)

PROJECT QA ASSESSMENT: DESIGN AND APPRAISAL

OVERALL PROJECT

EXEMPLARY (5) ◎◎◎◎◎	HIGHLY SATISFACTORY (4) ◎◎◎◎○	SATISFACTORY (3) ◎◎◎○○	NEEDS IMPROVEMENT (2) ◎◎○○○	INADEQUATE (1) ◎○○○○
At least four criteria are rated Exemplary, and all criteria are rated High or Exemplary.	All criteria are rated Satisfactory or higher, and at least four criteria are rated High or Exemplary.	At least six criteria are rated Satisfactory or higher, and only one may be rated Needs Improvement. The Principled criterion must be rated Satisfactory or above.	At least three criteria are rated Satisfactory or higher, and only four criteria may be rated Needs Improvement.	One or more criteria are rated Inadequate, or five or more criteria are rated Needs Improvement.

DECISION

- **APPROVE** – the project is of sufficient quality to be approved in its current form. Any management actions must be addressed in a timely manner.
- **APPROVE WITH QUALIFICATIONS** – the project has issues that must be addressed before the project document can be approved. Any management actions must be addressed in a timely manner.
- **DISAPPROVE** – the project has significant issues that should prevent the project from being approved as drafted.

RATING CRITERIA

For all questions, select the option that best reflects the project

STRATEGIC

1. Does the project specify how it will contribute to higher level change through linkage to the programme's Theory of Change? • **3:** The project is clearly linked to the programme's theory of change. It has an explicit change pathway that explains how the project will contribute to outcome level change and why the project's strategy will likely lead to this change. This analysis is backed by credible evidence of what works effectively in this context and includes assumptions and risks. • **2:** The project is clearly linked to the programme's theory of change. It has a change pathway that explains how the project will contribute to outcome-level change and why the project strategy will likely lead to this change. • **1:** The project document may describe in generic terms how the project will contribute to development results, without an explicit link to the programme's theory of change. **Note: Projects not contributing to a programme must have a project-specific Theory of Change. See alternative question under the lightbulb for these cases.*	~~3~~ 2 1 **Evidence** *See Prodoc; Theory of change section and background is provided based on previous UNDP experiences.*
2. Is the project aligned with the UNDP Strategic Plan? • **3:** The project responds to at least one of the development settings as specified in the Strategic Plan and adapts at least one Signature Solution. The project's RRF includes all the relevant SP output indicators. *(all must be true)* • **2:** The project responds to at least one of the development settings as specified in the Strategic Plan. The project's RRF includes at least one SP output indicator, if relevant. *(both must be true)* • **1:** The project responds to a partner's identified need, but this need falls outside of the UNDP Strategic Plan. Also select this option if none of the relevant SP indicators are included in the RRF.	~~3~~ 2 1 **Evidence** *Project contributes to UNSDCF Outcome 4. By 2025, the Mexican State has a strategy for productive development that promotes associativity, innovation, productivity and competitiveness, as well as higher levels of national inputs in production chains, with better governance for equality based on a*

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PROJECT QA ASSESSMENT: DESIGN AND APPRAISAL

	human rights framework, with gender perspective, as well as to CPD Output 3. Strengthened inclusion of women, youth, and migrants in production chains, labour markets, and financial and educational services. The project is aligned to the following Signature Solutions of UNDP's 2022-2025: (1) Poverty and inequality: Tackling inequality of opportunities by investing in the enhanced capabilities people need to move above the poverty line and keep moving forwards. (6) Gender equality: Confronting the structural obstacles to gender equality and strengthening women's economic empowerment and leadership.
3. Is the project linked to the programme outputs? (i.e., UNDAF Results Group Workplan/CPD, RPD or Strategic Plan IRRF for global projects/strategic interventions not part of a programme)	~~Yes~~ **No**

RELEVANT

4. Does the project target groups left furthest behind? • **3:** The target groups are clearly specified, prioritising discriminated and marginalized groups left furthest behind, identified through a rigorous process based on evidence. • **2:** The target groups are clearly specified, prioritizing groups left furthest behind. • **1:** The target groups are not clearly specified. *Note: Management Action must be taken for a score of 1. *Projects that build institutional capacity should still identify targeted groups to justify support*	~~3~~ 2 1 **Evidence** *The project targets girls, women and youth as the principal beneficiaries as stated in the challenge development.*
5. Have knowledge, good practices, and past lessons learned of UNDP and others informed the project design? • **3:** Knowledge and lessons learned backed by credible evidence from sources such as evaluation, corporate policies/strategies, and/or monitoring have been explicitly used, with appropriate referencing, to justify the approach used by the project. • **2:** The project design mentions knowledge and lessons learned backed by evidence/sources, but have not been used to justify the approach selected. • **1:** There is little or no mention of knowledge and lessons learned informing the project design. Any references made are anecdotal and not backed by evidence. *Note: Management Action or strong management justification must be given for a score of 1	~~3~~ 2 1 **Evidence** *The project is based on three main UNDP previous experiences carried out by the Units of Social and Economic Inclusion, and Environment, Energy and Resilience.*
6. Does UNDP have a clear advantage to engage in the role envisioned by the project vis-à-vis national/regional/global partners and other actors? • **3:** An analysis has been conducted on the role of other partners in the area where the project intends to work, and credible evidence supports the proposed engagement of UNDP and partners through the project, including identification of potential funding partners. It is clear how results achieved by partners will complement the project's intended results and a communication strategy is in place to communicate	~~3~~ 2 1 **Evidence** *UNDP-ZZF project is based on previous experience and results. UNDP has already developed projects*

PROJECT QA ASSESSMENT: DESIGN AND APPRAISAL

results and raise visibility vis-à-vis key partners. Options for south-south and triangular cooperation have been considered, as appropriate. *(all must be true)* • **2:** Some analysis has been conducted on the role of other partners in the area where the project intends to work, and relatively limited evidence supports the proposed engagement of and division of labour between UNDP and partners through the project, with unclear funding and communications strategies or plans. • **1:** No clear analysis has been conducted on the role of other partners in the area that the project intends to work. There is risk that the project overlaps and/or does not coordinate with partners' interventions in this area. Options for south-south and triangular cooperation have not been considered, despite its potential relevance. *Note: Management Action or strong management justification must be given for a score of 1	*among high-school students in all federal public schools in collaboration with the Ministry of Education. Additionally, UNDP has worked in the development and implementation of a STEM toolbox for girls and women.*

PRINCIPLED

7. Does the project apply a human rights-based approach? • **3:** The project is guided by human rights and incorporates the principles of accountability, meaningful participation, and non-discrimination in the project's strategy. The project upholds the relevant international and national laws and standards. Any potential adverse impacts on enjoyment of human rights were rigorously identified and assessed as relevant, with appropriate mitigation and management measures incorporated into project design and budget. *(all must be true)* • **2:** The project is guided by human rights by prioritizing accountability, meaningful participation and non-discrimination. Potential adverse impacts on enjoyment of human rights were identified and assessed as relevant, and appropriate mitigation and management measures incorporated into the project design and budget. *(both must be true)* • **1:** No evidence that the project is guided by human rights. Limited or no evidence that potential adverse impacts on enjoyment of human rights were considered. *Note: Management action or strong management justification must be given for a score of 1	~~3~~ 2 1 **Evidence** *The project is designed seeking to reach social gender-equality, in accordance with the national legal framework and the national development strategies. The project design includes integrative principles, such as gender perspective, human rights approach and local development centered in peoples' dignity.*
8. Does the project use gender analysis in the project design? • **3:** A participatory gender analysis has been conducted and results from this gender analysis inform the development challenge, strategy and expected results sections of the project document. Outputs and indicators of the results framework include explicit references to gender equality, and specific indicators measure and monitor results to ensure women are fully benefitting from the project. *(all must be true)* • **2:** A basic gender analysis has been carried out and results from this analysis are scattered (i.e., fragmented and not consistent) across the development challenge and strategy sections of the project document. The results framework may include some gender sensitive outputs and/or activities but gender inequalities are not consistently integrated across each output. *(all must be true)* • **1:** The project design may or may not mention information and/or data on the differential impact of the project's development situation on gender relations, women and men, but the gender inequalities have not been clearly identified and reflected in the project document. *Note: Management Action or strong management justification must be given for a score of 1	~~3~~ 2 1 **Evidence** *This is a project labelled as GEN3, so gender equality is the principal objective. A participatory process has already been held in the previous implementation of STEM toolbox in Xicotepec, Puebla with local students, who has reported changes in the girls perspective regarding STEM. The project expected results are designed to contribute to gender equality.*
9. Did the project support the resilience and sustainability of societies and/or ecosystems? • **3:** Credible evidence that the project addresses sustainability and resilience dimensions of development challenges, which are integrated in the project strategy and design. The project reflects the interconnections between the social, economic and environmental dimensions of sustainable development. Relevant shocks, hazards and adverse social and environmental impacts have been identified and rigorously assessed with appropriate management and mitigation measures incorporated into project design and budget. *(all must be true)*. • **2:** The project design integrates sustainability and resilience dimensions of development challenges. Relevant shocks, hazards and adverse social and environmental impacts have been identified and	~~3~~ 2 1 **Evidence** *The project embraces a local and sustainable development approach and seeks to mitigate climate hazards based on resilience strategies.*

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assessed, and relevant management and mitigation measures incorporated into project design and budget. *(both must be true)* • **1:** Sustainability and resilience dimensions and impacts were not adequately considered. *Note: Management action or strong management justification must be given for a score of 1	
10. Has the Social and Environmental Screening Procedure (SESP) been conducted to identify potential social and environmental impacts and risks? The SESP is not required for projects in which UNDP is Administrative Agent only and/or projects comprised solely of reports, coordination of events, trainings, workshops, meetings, conferences and/or communication materials and information dissemination. [if yes, upload the completed checklist. If SESP is not required, provide the reason for the exemption in the evidence section.]	~~Yes~~ / No SESP attached.

MANAGEMENT & MONITORING

11. Does the project have a strong results framework? • **3:** The project's selection of outputs and activities are at an appropriate level. Outputs are accompanied by SMART, results-oriented indicators that measure the key expected development changes, each with credible data sources and populated baselines and targets, including gender sensitive, target group focused, sex-disaggregated indicators where appropriate. *(all must be true)* • **2:** The project's selection of outputs and activities are at an appropriate level. Outputs are accompanied by SMART, results-oriented indicators, but baselines, targets and data sources may not yet be fully specified. Some use of target group focused, sex-disaggregated indicators, as appropriate. *(all must be true)* • **1:** The project's selection of outputs and activities are not at an appropriate level; outputs are not accompanied by SMART, results-oriented indicators that measure the expected change and have not been populated with baselines and targets; data sources are not specified, and/or no gender sensitive, sex-disaggregation of indicators. *(if any is true)* *Note: Management Action or strong management justification must be given for a score of 1	~~3~~ / 2 / 1 **Evidence** The Project Document includes outputs and activities oriented to the main objectives and identifies data sources for verification.
12. Is the project's governance mechanism clearly defined in the project document, including composition of the project board? • **3:** The project's governance mechanism is fully defined. Individuals have been specified for each position in the governance mechanism (especially all members of the project board.) Project Board members have agreed on their roles and responsibilities as specified in the terms of reference. The ToR of the project board has been attached to the project document. *(all must be true)*. • **2:** The project's governance mechanism is defined; specific institutions are noted as holding key governance roles, but individuals may not have been specified yet. The project document lists the most important responsibilities of the project board, project director/manager and quality assurance roles. *(all must be true)* • **1:** The project's governance mechanism is loosely defined in the project document, only mentioning key roles that will need to be filled at a later date. No information on the responsibilities of key positions in the governance mechanism is provided. *Note: Management Action or strong management justification must be given for a score of 1	~~3~~ / 2 / 1 **Evidence** *Upon agreement, UNDP and ZZF has defined a governance mechanism which is established in the PRODOC.*
13. Have the project risks been identified with clear plans stated to manage and mitigate each risk? • **3:** Project risks related to the achievement of results are fully described in the project risk log, based on comprehensive analysis drawing on the programme's theory of change, Social and Environmental Standards and screening, situation analysis, capacity assessments and other analysis such as funding potential and reputational risk. Risks have been identified through a consultative process with key internal and external stakeholders. Clear and complete plan in place to manage and mitigate each risk, reflected in project budgeting and monitoring plans. *(both must be true)* • **2:** Project risks related to the achievement of results are identified in the initial project risk log based on a minimum level of analysis and consultation, with mitigation measures identified for each risk.	~~3~~ / 2 / 1 **Evidence** *Risks have been evaluated based on the SESP and UNDP previous and similar experiences.*

PROJECT QA ASSESSMENT: DESIGN AND APPRAISAL

- 1: Some risks may be identified in the initial project risk log, but no evidence of consultation or analysis and no clear risk mitigation measures identified. This option is also selected if risks are not clearly identified and/or no initial risk log is included with the project document.

*Note: Management Action must be taken for a score of 1

EFFICIENT

14. Have specific measures for ensuring cost-efficient use of resources been explicitly mentioned as part of the project design? This can include, for example: i) using the theory of change analysis to explore different options of achieving the maximum results with the resources available; ii) using a portfolio management approach to improve cost effectiveness through synergies with other interventions; iii) through joint operations (e.g., monitoring or procurement) with other partners; iv) sharing resources or coordinating delivery with other projects, v) using innovative approaches and technologies to reduce the cost of service delivery or other types of interventions.

(Note: Evidence of at least one measure must be provided to answer yes for this question)

~~Yes (3)~~ | No (1)

15. Is the budget justified and supported with valid estimates?

- 3: The project's budget is at the activity level with funding sources, and is specified for the duration of the project period in a multi-year budget. Realistic resource mobilisation plans are in place to fill unfunded components. Costs are supported with valid estimates using benchmarks from similar projects or activities. Cost implications from inflation and foreign exchange exposure have been estimated and incorporated in the budget. Adequate costs for monitoring, evaluation, communications and security have been incorporated.
- 2: The project's budget is at the activity level with funding sources, when possible, and is specified for the duration of the project in a multi-year budget, but no funding plan is in place. Costs are supported with valid estimates based on prevailing rates.
- 1: The project's budget is not specified at the activity level, and/or may not be captured in a multi-year budget.

~~3~~ | 2

1

Evidence

The project has carried out a comprehensive analysis to estimate the required budget, based on similar project and activities, competitive salary perception UNDP tables, and considering synergies with other projects. The donor acknowledges the calculations to establish the final budget; questions and doubts were solved by UNDP.

16. Is the Country Office/Regional Hub/Global Project fully recovering the costs involved with project implementation?

- 3: The budget fully covers all project costs that are attributable to the project, including programme management and development effectiveness services related to strategic country programme planning, quality assurance, pipeline development, policy advocacy services, finance, procurement, human resources, administration, issuance of contracts, security, travel, assets, general services, information and communications based on full costing in accordance with prevailing UNDP policies (i.e., UPL, LPL.)
- 2: The budget covers significant project costs that are attributable to the project based on prevailing UNDP policies (i.e., UPL, LPL) as relevant.
- 1: The budget does not adequately cover project costs that are attributable to the project, and UNDP is cross-subsidizing the project.

*Note: Management Action must be given for a score of 1. The budget must be revised to fully reflect the costs of implementation before the project commences.

~~3~~ | 2

1

Evidence

Final budget covers all project costs.

EFFECTIVE

17. Have targeted groups been engaged in the design of the project?

- 3: Credible evidence that all targeted groups, prioritising discriminated and marginalized populations that will be involved in or affected by the project, have been actively engaged in the design of the project. The project has an explicit strategy to identify, engage and ensure the meaningful participation of target groups as stakeholders throughout the project, including through monitoring and decision-making (e.g., representation on the project board, inclusion in samples for evaluations, etc.)
- 2: Some evidence that key targeted groups have been consulted in the design of the project.

3 | ~~2~~

1

Evidence

UNDP considers lessons learned from previous experiences in which this project is based, including data

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PROJECT QA ASSESSMENT: DESIGN AND APPRAISAL

• 1: No evidence of engagement with targeted groups during project design.	*and information provided by targeted groups, such as school workers, students, entrepreneur women and young girls.*	
18. Does the project plan for adaptation and course correction if regular monitoring activities, evaluation, and lesson learned demonstrate there are better approaches to achieve the intended results and/or circumstances change during implementation?	~~Yes (3)~~	No (1)
19. The gender marker for all project outputs are scored at GEN2 or GEN3, indicating that gender has been fully mainstreamed into all project outputs at a minimum. *Note: Management Action or strong management justification must be given for a score of "no"	~~Yes (3)~~	No (1)
	Evidence	

SUSTAINABILITY & NATIONAL OWNERSHIP

20. Have national/regional/global partners led, or proactively engaged in, the design of the project? • 3: National partners (or regional/global partners for regional and global projects) have full ownership of the project and led the process of the development of the project jointly with UNDP. • 2: The project has been developed by UNDP in close consultation with national/regional/global partners. • 1: The project has been developed by UNDP with limited or no engagement with national partners.	~~3~~	2
	1	
	Evidence *Project proposal was reviewed by ZZF (Latin-America Office); comments, suggestions and needs expressed by the partner were considered and included.*	
21. Are key institutions and systems identified, and is there a strategy for strengthening specific/ comprehensive capacities based on capacity assessments conducted? • 3: The project has a strategy for strengthening specific capacities of national institutions and/or actors based on a completed capacity assessment. This strategy includes an approach to regularly monitor national capacities using clear indicators and rigorous methods of data collection, and adjust the strategy to strengthen national capacities accordingly. • 2: A capacity assessment has been completed. There are plans to develop a strategy to strengthen specific capacities of national institutions and/or actors based on the results of the capacity assessment. • 1: Capacity assessments have not been carried out.	3	2
	1	
	Evidence *The project strategy attends the National needs in accordance to the National Strategy for inclusive Education; the project seeks to contribute with capacity building the state/national educational systems.*	
22. Is there a clear strategy embedded in the project specifying how the project will use national systems (i.e., procurement, monitoring, evaluations, etc.,) to the extent possible?	Yes (3)	No (1)
23. Is there a clear transition arrangement/ phase-out plan developed with key stakeholders in order to sustain or scale up results (including resource mobilisation and communications strategy)?	Yes ~~(3)~~	No (1)

Annex 2. Social and Environmental Screening Template

Project Information

Project Information	
1. Project Title	Development of skills for gender equality through STEM learning and project design, gender approach and local development
2. Project Number (i.e. Atlas project ID, PIMS+)	00130550
3. Location (Global/Region/Country)	Latin America and the Caribbean / Mexico
4. Project stage (Design or Implementation)	Design
5. Date	24/08/2022

Part A. Integrating Programming Principles to Strengthen Social and Environmental Sustainability

QUESTION 1: How Does the Project Integrate the Programming Principles in Order to Strengthen Social and Environmental Sustainability?

Briefly describe in the space below how the project mainstreams the human rights-based approach

The project pursues the improvement of youth's right to gender equality in education and equal job opportunities in the Mexican states of Mexico City, Puebla, Veracruz and Yucatan. Scientific pluralism, project-based approach and Gender-STEM learning lessons are implemented in high schools by UNDP trained teachers, seeking to build/strengthen students' skills and knowledge that contribute to narrow the gender gap in STEM, the labor market participation, and the local development entrepreneurship. As a final goal, the purpose of these actions is to broaden the range of youth's life project alternatives in conditions of social equality and sustainability.

Learning and participative approaches embraced by the project are also expected to contribute to empowerment of entrepreneur women and the elimination of gender- and sex-based stereotypes, prejudices, and discrimination, reinforcing fundamental rights, such as the right to a life free of violence, the right to self-determination, the right to non-discrimination and right to decent work.

Briefly describe in the space below how the project is likely to improve gender equality and women's empowerment

The project seeks to improve gender equality and to strengthen women's empowerment mainly by:

- Providing young women with skills (technical and soft) for their personal and professional development; encouraging them to consider different options for their own future life project, enlightened by the gender and STEM perspective.
- Encouraging equal participation of men and women in STEM-related careers, usually perceived as masculine fields.
- Contributing to women's skill building to foster and active participation in the economic development of their own communities.
- Creating a more supportive social environment for girls and women in their communities by bringing awareness on gender inequalities.

Briefly describe in the space below how the project mainstreams sustainability and resilience

Learning lessons and training programs are designed under the approach of Agenda 2030, so, skill-building is motivated by the possibility to participate in:

- the construction of a more equal, participatory, democratic, and peaceful society
- the provision of solutions to the main global and local challenges that society is experiencing
- the design of projects and entrepreneurships with community impact, considering social inclusion and sustainability
- the construction of more accessible STEM fields
- the construction of personal resources (skills) that might be useful in several dimension of human development throughout life.

Briefly describe in the space below how the project strengthens accountability to stakeholders

The project itself responds to a ZZF strategy to address activities seeking to impact social equity and sustainability. In this way, the project has foreseen activities for community involvement through the presentation of results in regular basis to state authorities and other key actors regarding the work with schools and entrepreneur women, as well as the provision of annual reports on the progress of activities and use of financial resources. Additionally, project will stablish a public strategy to collect queries and complains from beneficiaries and

other participants in the processes.

Part B. Identifying and Managing Social and Environmental Risks

QUESTION 2: What are the Potential Social and Environmental Risks? *Note: Complete SESP Attachment 1 before responding to Question 2.*	**QUESTION 3: What is the level of significance of the potential social and environmental risks?** *Note: Respond to Questions 4 and 5below before proceeding to Question 5*			**QUESTION 6: Describe the assessment and management measures for each risk rated Moderate, Substantial or High**
Risk Description (broken down by event, cause, impact)	***Impact and Likelihood (1-5)***	***Significance (Low, Moderate Substantial, High)***	***Comments (optional)***	***Description of assessment and management measures for risks rated as Moderate, Substantial or High***
Risk 1: Natural hazards such as floods or hurricanes could affect the locations where work with entrepreneur women takes place which may impact their production and/or commerce.	I = 2 L = 3	*Low*	Operation (learning/training activities and participatory diagnosis) can be sensitive to hurricanes season; training and learning contents will be designed as sensitive to the climate and environmental issues that communities might experience in order to have sustainable and resilient production and commerce. As a matter of fact, project activities in communities at risk to be affected by hurricanes seek to strengthen local activities and livelihoods to mitigate climate and environmental hazards.	

QUESTION 4: What is the overall project risk categorization?

Low Risk	☐	
Moderate Risk	☐	
Substantial Risk	☐	
High Risk	☐	

QUESTION 5: Based on the identified risks and risk categorization, what requirements of the SES are triggered? (check all that apply)

Question only required for Moderate, Substantial and High Risk projects

Is assessment required? (check if "yes")	☐			***Status? (completed, planned)***
if yes, indicate overall type and status		☐	Targeted assessment(s)	
		☐	ESIA (Environmental and Social Impact Assessment)	

			☐	SESA (Strategic Environmental and Social Assessment)	
	Are management plans required? (check if "yes)	☐			
	If yes, indicate overall type		☐	Targeted management plans (e.g. Gender Action Plan, Emergency Response Plan, Waste Management Plan, others)	

			☐	ESMP (Environmental and Social Management Plan which may include range of targeted plans)	
			☐	ESMF (Environmental and Social Management Framework)	
	Based on identified risks, which Principles/Project- level Standards triggered?		**Comments (not required)**		
	Overarching Principle: Leave No One Behind				
	Human Rights	☐			
	Gender Equality and Women's Empowerment	☐			
	Accountability	☐			
	1. Biodiversity Conservation and Sustainable Natural Resource Management	☐			
	2. Climate Change and Disaster Risks	☐			
	3. Community Health, Safety and Security	☐			
	4. Cultural Heritage	☐			
	5. Displacement and Resettlement	☐			
	6. Indigenous Peoples	☐			
	7. Labour and Working Conditions	☐			
	8. Pollution Prevention and Resource Efficiency	☐			

Final Sign Off

Final Screening at the design-stage is not complete until the following signatures are included

Signature	*Date*	*Description*
QA Assessor	04/10/22	Cynthia Martínez, National Officer of Socio-economic Development Unit
QA Approver and PAC Chair	04/10/22	Sandra Sosa, Deputy Resident Representative

SESP Attachment 1. Social and Environmental Risk Screening Checklist

Checklist Potential Social and Environmental Risks		
INSTRUCTIONS: The risk screening checklist will assist in answering Questions 2-6 of the Screening Template. Answers to the checklist questions help to (1) identify potential risks, (2) determine the overall risk categorization of the project, and (3) determine required level of assessment and management measures. Refer to the SES toolkit for further guidance on addressing screening questions.		
Overarching Principle: *Leave No One Behind*		**Answer (Yes/No)**
Human Rights		
P.1	Have local communities or individuals raised human rights concerns regarding the project (e.g. during the stakeholder engagement process, grievance processes, public statements)?	*No*
P.2	Is there a risk that duty-bearers (e.g. government agencies) do not have the capacity to meet their obligations in the project?	*No*
P.3	Is there a risk that rights-holders (e.g. project-affected persons) do not have the capacity to claim their rights?	*No*
Would the project potentially involve or lead to:		
P.4	adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?	*No*
P.5	inequitable or discriminatory impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups, including persons with disabilities?	*No*
P.6	restrictions in availability, quality of and/or access to resources or basic services, in particular to marginalized individuals or groups, including persons with disabilities?	*No*
P.7	exacerbation of conflicts among and/or the risk of violence to project-affected communities and individuals?	*No*
Gender Equality and Women's Empowerment		
P.8	Have women's groups/leaders raised gender equality concerns regarding the project, (e.g. during the stakeholder engagement process, grievance processes, public statements)?	*No*
Would the project potentially involve or lead to:		
P.9	adverse impacts on gender equality and/or the situation of women and girls?	*No*
P.10	reproducing discriminations against women based on gender, especially regarding participationin design and implementation or access to opportunities and benefits?	*No*
P.11	limitations on women's ability to use, develop and protect natural resources, taking into accountdifferent roles and positions of women and men in accessing environmental goods and services? *For example, activities that could lead to natural resources degradation or depletion in communities who depend on these resources for their livelihoods and well being*	*No*

P.12 exacerbation of risks of gender-based violence? *For example, through the influx of workers to a community, changes in community and household power dynamics, increased exposure to unsafe public places and/or transport, etc.*	*No*
Sustainability and Resilience: Screening questions regarding risks associated with sustainability and resilience are encompassed by the Standard-specific questions below	
Accountability	
Would the project potentially involve or lead to:	
P.13 exclusion of any potentially affected stakeholders, in particular marginalized groups and excluded individuals (including persons with disabilities), from fully participating in decisions that may affect them?	*No*
P.14 grievances or objections from potentially affected stakeholders?	*No*
P.15 risks of retaliation or reprisals against stakeholders who express concerns or grievances, or who seek to participate in or to obtain information on the project?	*No*
Project-Level Standards	
Standard 1: Biodiversity Conservation and Sustainable Natural Resource Management	
Would the project potentially involve or lead to:	
1.1 adverse impacts to habitats (e.g. modified, natural, and critical habitats) and/or ecosystems and ecosystem services? For example, through habitat loss, conversion or degradation, fragmentation, hydrological changes	*No*
1.2 activities within or adjacent to critical habitats and/or environmentally sensitive areas, including (but not limited to) legally protected areas (e.g. nature reserve, national park), areas proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities?	*No*
1.3 changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods? (Note: if restrictions and/or limitations of access to lands would apply, refer to Standard 5)	*No*
1.4 risks to endangered species (e.g. reduction, encroachment on habitat)?	*No*
1.5 exacerbation of illegal wildlife trade?	*No*
1.6 introduction of invasive alien species?	*No*
1.7 adverse impacts on soils?	*No*
1.8 harvesting of natural forests, plantation development, or reforestation?	*No*
1.9 significant agricultural production?	*No*
1.10 animal husbandry or harvesting of fish populations or other aquatic species?	*No*
1.11 significant extraction, diversion or containment of surface or ground water? For example, construction of dams, reservoirs, river basin developments, groundwater extraction	*No*
1.12 handling or utilization of genetically modified organisms/living modified organisms?	*No*
1.13 utilization of genetic resources? (e.g. collection and/or harvesting, commercial development)	*No*
1.14 adverse transboundary or global environmental concerns?	*No*
Standard 2: Climate Change and Disaster Risks	
Would the project potentially involve or lead to:	
2.1 areas subject to hazards such as earthquakes, floods, landslides, severewinds, storm surges, tsunami or volcanic eruptions?	*Yes*
2.2 outputs and outcomes sensitive or vulnerable to potential impacts of climate change or disasters? *For example, through increased precipitation, drought, temperature, salinity, extreme events, earthquakes*	*No*
2.3 increases in vulnerability to climate change impacts or disaster risks now or in the future (also known as maladaptive or negative coping practices)? *For example, changes to land use planning may encourage further development of floodplains, potentially increasing the population's vulnerability to climate change, specifically flooding*	*No*
2.4 increases of greenhouse gas emissions, black carbon emissions or other drivers of climate change?	*No*

Standard 3: Community Health, Safety and Security		
Would the project potentially involve or lead to:		
3.1	construction and/or infrastructure development (e.g. roads, buildings, dams)? (Note: the GEF does not finance projects that would involve the construction or rehabilitation of large or complex dams)	*No*
3.2	air pollution, noise, vibration, traffic, injuries, physical hazards, poor surface water quality due to runoff, erosion, sanitation?	*No*
3.3	harm or losses due to failure of structural elements of the project (e.g. collapse of buildings or infrastructure)?	*No*
3.4	risks of water-borne or other vector-borne diseases (e.g. temporary breeding habitats), communicable and noncommunicable diseases, nutritional disorders, mental health?	*No*
3.5	transport, storage, and use and/or disposal of hazardous or dangerous materials (e.g. explosives, fuel and other chemicals during construction and operation)?	*No*
3.6	adverse impacts on ecosystems and ecosystem services relevant to communities' health (e.g. food, surface water purification, natural buffers from flooding)?	*No*
3.7	influx of project workers to project areas?	*No*
3.8	engagement of security personnel to protect facilities and property or to support project activities?	*No*
Standard 4: Cultural Heritage		
Would the project potentially involve or lead to:		
4.1	activities adjacent to or within a Cultural Heritage site?	*No*
4.2	significant excavations, demolitions, movement of earth, flooding or other environmental changes?	*No*
4.3	adverse impacts to sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture (e.g. knowledge, innovations, practices)? (Note: projects intended to protect and conserve Cultural Heritage may also have inadvertent adverse impacts)	*No*
4.4	alterations to landscapes and natural features with cultural significance?	*No*
4.5	utilization of tangible and/or intangible forms (e.g. practices, traditional knowledge) of Cultural Heritage for commercial or other purposes?	*No*
Standard 5: Displacement and Resettlement		
Would the project potentially involve or lead to:		
5.1	temporary or permanent and full or partial physical displacement (including people without legally recognizable claims to land)?	*No*
5.2	economic displacement (e.g. loss of assets or access to resources due to land acquisition or access restrictions – even in the absence of physical relocation)?	*No*
5.3	risk of forced evictions?[19]	*No*
5.4	impacts on or changes to land tenure arrangements and/or community based property rights/customary rights to land, territories and/or resources?	*No*
Standard 6: Indigenous Peoples		
Would the project potentially involve or lead to:		
6.1	areas where indigenous peoples are present (including project area of influence)?	*Yes*
6.2	activities located on lands and territories claimed by indigenous peoples?	*No*

6.3	impacts (positive or negative) to the human rights, lands, natural resources, territories, and traditional livelihoods of indigenous peoples (regardless of whether indigenous peoples possess the legal titles to such areas, whether the project is located within or outside of the lands and territories inhabited by the affected peoples, or whether the indigenous peoples are recognized as indigenous peoples by the country in question)? *If the answer to screening question 6.3 is "yes", then Standard 6 requirements apply, and the potential significance of risks related to impacts on indigenous peoples must be Moderate or above.*	*No*
6.4	the absence of culturally appropriate consultations carried out with the objective of achieving FPIC on matters that may affect the rights and interests, lands, resources, territories and traditional livelihoods of the indigenous peoples concerned?	*No*
6.5	the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples?	*No*
6.6	forced eviction or the whole or partial physical or economic displacement of indigenous peoples, including through access restrictions to lands, territories, and resources? *Consider, and where appropriate ensure, consistency with the answers under Standard 5 above*	*No*
6.7	adverse impacts on the development priorities of indigenous peoples as defined by them?	*No*
6.8	risks to the physical and cultural survival of indigenous peoples?	*No*
6.9	impacts on the Cultural Heritage of indigenous peoples, including through the commercialization or use of their traditional knowledge and practices? *Consider, and where appropriate ensure, consistency with the answers under Standard 4 above.*	*No*
Standard 7: Labour and Working Conditions		
Would the project potentially involve or lead to: (note: applies to project and contractor workers)		
7.1	working conditions that do not meet national labour laws and international commitments?	*No*
7.2	working conditions that may deny freedom of association and collective bargaining?	*No*
7.3	use of child labour?	*No*
7.4	use of forced labour?	*No*
7.5	discriminatory working conditions and/or lack of equal opportunity?	*No*
7.6	occupational health and safety risks due to physical, chemical, biological and psychosocial hazards (including violence and harassment) throughout the project life-cycle?	*No*
Standard 8: Pollution Prevention and Resource Efficiency		
Would the project potentially involve or lead to:		
8.1	the release of pollutants to the environment due to routine or non-routine circumstances with the potential for adverse local, regional, and/or transboundary impacts?	*No*
8.2	the generation of waste (both hazardous and non-hazardous)?	*No*
8.3	the manufacture, trade, release, and/or use of hazardous materials and/or chemicals?	*No*
8.4	the use of chemicals or materials subject to international bans or phase-outs? *For example, DDT, PCBs and other chemicals listed in international conventions such as the Montreal Protocol, Minamata Convention, Basel Convention, Rotterdam Convention, Stockholm Convention*	*No*
8.5	the application of pesticides that may have a negative effect on the environment or human health?	*No*
8.6	significant consumption of raw materials, energy, and/or water?	*No*

Annex 3. Risk Analysis

Project Title: Development of skills for gender equality and women empowerment through STEM learning and project design for local development and social inclusion	**Project Number:** 00130550	**Date: 01-Oct-22**

#	Event	Cause	Impact(s)	Risk Category and Sub-category *(including Risk Appetite)*	Impact, Likelihood & Risk Level *(see Annex 3 Risk Matrix)*	Risk Valid From/To	Risk Owner *(individual accountable for managing the risk)*	Risk Treatment and Treatment Owner
1	There is a risk that there is a delay in the implementation in schools	Unexpected changes in the academic schedules and the educational system priorities	Which will impact in the timing of the project implementation and the deployment of activities in schools	3. OPERATIONAL (3.3. Flexibility and opportunity management) - UNDP Risk Appetite: EXPLORATORY TO OPEN	Likelihood: 2 - Low likelihood Impact: 2 - Minor Risk level: MODERATE (equates to a risk appetite of EXPLORATORY)	From: 01-Oct-22 To: 31-Jan-25	UNDP	Risk Treatment 1.1: Rescheduling activities and project calendar Risk Treatment Owner: UNDP Risk Treatment 1.2: Virtual based operation to diminish the impact to the lack of access to schools Risk Treatment Owner: UNDP
2	There is a risk that government commitment is low or slow, hindering the access to schools.	Unexpected government changes or delay due to bureaucracy.	Which will impact in commitment of schools.	7. STRATEGIC (7.5. Government commitment) - UNDP Risk Appetite: OPEN TO SEEKING	Likelihood: 1 - Not likely Impact: 3 - Intermediate Risk level: LOW (equates to a risk appetite of MINIMAL)	From: 01-Oct-22 To: 31-Jan-23	UNDP	Risk Treatment 2.1: Diversification of agreements with government at different levels (federal, state and municipal). Risk Treatment Owner: UNDP Risk Treatment 2.2: Direct collaboration agreements with educational authorities who direct the different subsystems of high school education. Risk Treatment Owner: UNDP

#	Event	Cause	Impact(s)	Risk Category and Sub-category *(including Risk Appetite)*	Impact, Likelihood & Risk Level *(see Annex 3 Risk Matrix)*	Risk Valid From/To	Risk Owner *(individual accountable for managing the risk)*	Risk Treatment and Treatment Owner
1	There is a risk that there is a delay in the implementation in schools	Unexpected changes in the academic schedules and the educational system priorities	Which will impact in the timing of the project implementation and the deployment of activities in schools	3. OPERATIONAL (3.3. Flexibility and opportunity management) - UNDP Risk Appetite: EXPLORATORY TO OPEN	Likelihood: 2 - Low likelihood Impact: 2 - Minor Risk level: MODERATE (equates to a risk appetite of EXPLORATORY)	From: 01-Oct-22 To: 31-Jan-25	UNDP	Risk Treatment 1.1: Rescheduling activities and project calendar Risk Treatment Owner: UNDP Risk Treatment 1.2: Virtual based operation to diminish the impact to the lack of access to schools Risk Treatment Owner: UNDP
3	There is a risk that natural hazards affect the communities where local development and women empowerment strategy is deployed.	As a result of hurricanes or other natural distress.	Which will impact in availability of beneficiaries to attend the training program as originally established.	8. SAFETY AND SECURITY (8.6. Natural hazards) - UNDP Risk Appetite: CAUTIOUS	Likelihood: 3 - Moderately likely Impact: 2 - Minor Risk level: LOW (equates to a risk appetite of CAUTIOUS)	From: 01-Jun-23 To: 31-Oct-23	UNDP	Risk Treatment 3.1: training is adapted to attend the needs created by natural hazards, so the program functions as a practical support and learning program in a crisis context. Risk Treatment Owner: UNDP Risk Treatment 3.2: Rescheduling of activities, seeking more appropriate conditions for the already arranged and agreed actions. Risk Treatment Owner: UNDP
4	There is a risk that the operation could be restricted by delays in the provision of budget ministrations.	Unexpected administrative delays	Which will impact in the effective implementation of activities in accordance to annual programme.	2. FINANCIAL (2.6. Budget availability and cash flow) - UNDP Risk Appetite: MINIMAL TO CAUTIOUS	Likelihood: 1 - Not likely Impact: 2 - Minor Risk level:	From: 01-Oct-22 To: 31-Jan-23	UNDP	Risk Treatment 4.1: Rescheduling of activities and limiting operation to the according ministration phase. Risk Treatment Owner: UNDP

#	Event	Cause	Impact(s)	Risk Category and Sub-category *(including Risk Appetite)*	Impact, Likelihood & Risk Level *(see Annex 3 Risk Matrix)*	Risk Valid From/To	Risk Owner *(individual accountable for managing the risk)*	Risk Treatment and Treatment Owner
1	There is a risk that there is a delay in the implementation in schools	Unexpected changes in the academic schedules and the educational system priorities	Which will impact in the timing of the project implementation and the deployment of activities in schools	3. OPERATIONAL (3.3. Flexibility and opportunity management) - UNDP Risk Appetite: EXPLORATORY TO OPEN	Likelihood: 2 - Low likelihood Impact: 2 - Minor Risk level: MODERATE (equates to a risk appetite of EXPLORATORY)	From: 01-Oct-22 To: 31-Jan-25	UNDP	Risk Treatment 1.1: Rescheduling activities and project calendar Risk Treatment Owner: UNDP Risk Treatment 1.2: Virtual based operation to diminish the impact to the lack of access to schools Risk Treatment Owner: UNDP
					LOW (equates to a risk appetite of MINIMAL)			

Annex 4. Grant progress report to the Z Zurich Foundation

ZURICH *Foundation*

Grant progress report to the Z Zurich Foundation

covering the period XX/XX/XXXX – XX/XX/XXXX

Any other picture welcome

Date
Name & Title
Business Unit

Program Summary

ZURICH *Foundation*

Recap of program objectives as per MoU

The [climate / mental wellbeing / social equity]grant in partnership with [insert organisation name] runs for [insert number] years.

As per the MoU, the objectives of the program are:

a) ...
b) ...
c) ...
d) ...
e) ...
f) ...

INTERNAL USE ONLY

Executive Summary

ZURICH Foundation

For the period, prepared by [insert name &job title], Executive Sponsor of the grant

Please ask the Executive Sponsor of the program to summarise their key thoughts on the progress made over the past year.

Maximum one slide– a detailed narrative is requested in the following slides.

Timeline

ZURICH Foundation

Key achievements for the period

[insert month e.g. January]
[insert achievement / milestone e.g. Media launch of pro gram to 200 gu ests]

[insert month e.g. May]
[insert achievement / milestone e.g. First community activity – 20 employees attended and 30 families benefited]

[insert month e.g. December]
[insert achievement / milestone e.g. La unch of year end social media awareness campaign]

[insert month e.g. March]
[insert achievement / milestone e.g. Launch of volunt eer program to Zurich em ployees – 100 employees signed up]

[insert month e.g. A ugust]
[insert achievement / milestone e.g. National Brok er conference – showcased program to audience]

Impact

Overview of the results for the period

The table shown is for illustrative purposes only. Please populate with your own metrics.

ZURICH Foundation

Level	KPI	FY Target	FY Actual	Variance %	Program target	Cumulative Actual	Variance %
1	Lives transformed	100	81	-19	500	340	-32
1	Lives positively impacted	300	325	+8	1000	650	-35
1	Employees engaged	25%	30%	5 bp	50%	42	-8 bp
2	Number of people undertaking mental health training	500	550	+10	5000	3000	-40
2	Average increase in wellbeing score of people using the TYF app	+10 bp	+10 bp	-	+10 bp	+10 bp	-
3	Number of ambassador videos	5	4	-20	25	10	-60
3	Number of ambassador video views	500'000	600'000	+20	5'000'000	10'000'000	+100
3	Conversion rate (ambassador videos to website views)	5%	2%	-3 bp	5%	4%	-1 bp

Impact

ZURICH Foundation

Our process

Please provide an overview of the way in which you measure impact, including any assumptions you have used.

Please include details on how you collect data (surveys, interviews, etc) as well as how you define 'lives transformed' and 'lives positively impacted'. Please provide personas as appropriate for each of these categories.

*If you are using samples for calculating impact, please disclose sample size.

* Definition of change, distinction of reach and impact

Case study

ZURICH Foundation

An impact story to illustrate our numbers

If possible, please provide a short case study to illustrate the human side to the numbers in table.

Progress

ZURICH Foundation

Narrative on our progress against program objectives

Please take each objective or workstream (and their respective KPIs), and provide a detailed narrative on progress to date. Please comment on reasons for any variances in the KPIs, including mitigation actions that may be taken in case of negative variances.

Progress

ZURICH Foundation

Narrative on our progress against program objectives (continued)

Please take each objective or workstream (and their respective KPIs), and provide a detailed narrative on progress to date. Please comment on reasons for any variances in the KPIs, including mitigation actions that may be taken in case of negative variances.

Progress

ZURICH Foundation

Narrative on our progress against program objectives (continued)

Please take each objective or workstream (and their respective KPIs), and provide a detailed narrative on progress to date. Please comment on reasons for any variances in the KPIs, including mitigation actions that may be taken in case of negative variances.

GM

Engagement

ZURICH Foundation

Communications & Engagement activities

Please provide an overview of engagement activities for employees and otherkey stakeholders (i.e. agents, brokers, customers etc if applicable) with the grant:

- Please include an overview of communications efforts undertaken and the reach / reaction
- Please includedetails of engagement activities executed, including but not limited to volunteering, skill sharing, fundraising, ambassadorship, lunch and learns, site visits, Community Week activities,slots for the charity at townhalls/LT meetings, opportunities to use the charity to educate staff on key topicsetc.
- * Please referencegrant communication framework (add in the appendix)

Budget

ZURICH Foundation

Overview of the financial position

- Please summarise the following:
  - Payment schedule per the MoU, and noting amounts paid to date
  - Any major variances on how the budget has been spent vs the original proposal
  - Reasoning for any variances
  - If any underspend, please detail plans on how this money will be reallocated and anyadditional impact this may create
  - Please note the average cost per beneficiary (amount spent this year divided by number of lives impacted)

Lessons learned

ZURICH Foundation

A journey of continuous improvement

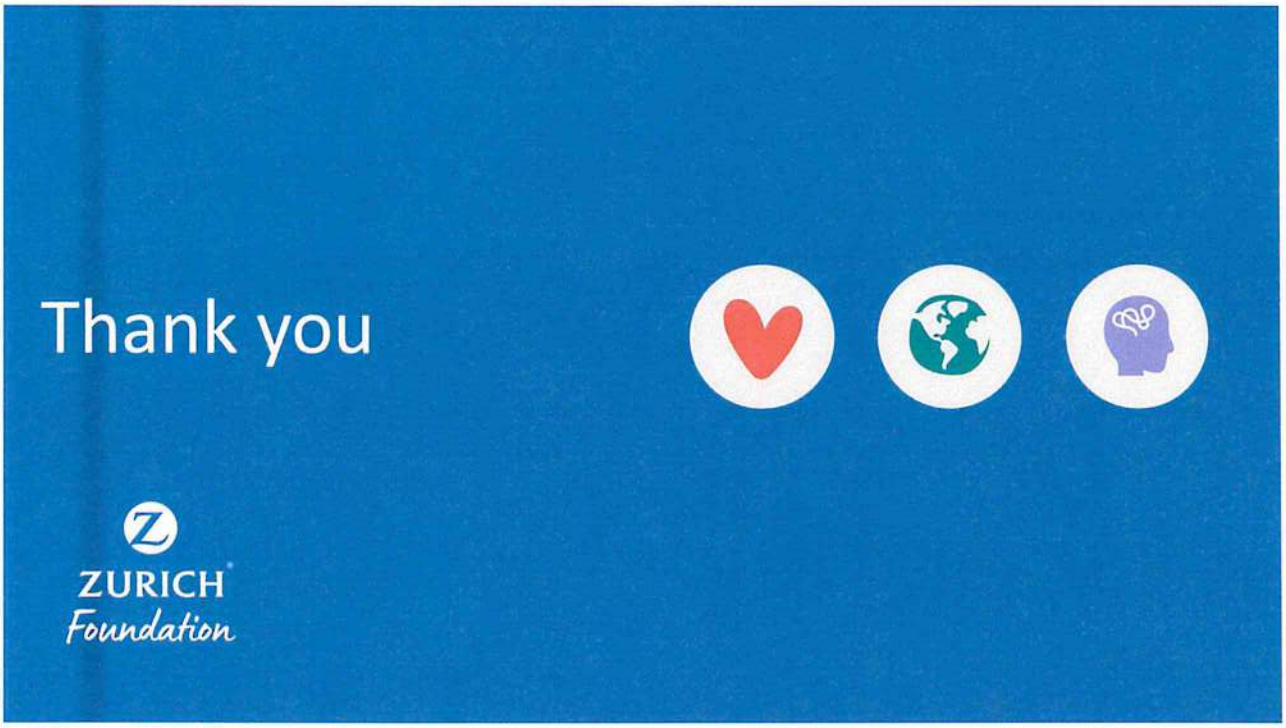
- Please summarise any challenges you have faced, any lessons learned from this, and any impact this will have on the future delivery of the program.

Outlook

ZURICH Foundation

Looking ahead for the next 12 months

- Please summarise the key milestones and dates for the next period. If this is the last periodof the grant, please briefly summarise the sustainability of the program (i.e. will the partner charity cease the program because theobjectives are complete, will they transition to alternative funders etc)


Thank you
ZURICH
Foundation