

Fund**Title***

MPTF_00209: UN COVID-19 MPTF

For Funding: Re-imagining Education for Marginalized Girls and Boys in Bosnia and Herzegovina

Anticipated Start Date***Duration (In months)*****Anticipated End Date*****Brief Overview***

The proposal aims to support the Bosnia and Herzegovina (BiH) Education authorities' efforts to strengthening the system which can prevent, mitigate and address the needs of the vulnerable population, particularly when addressing the needs of the vulnerable population in attaining gender equality, specifically focusing on the most vulnerable groups.

Since Mid-March 2020, around 500,000 learners in Bosnia and Herzegovina have been affected by the COVID-19 pandemic. Education authorities in Bosnia and Herzegovina attempted to quickly transition to remote learning under challenging circumstances, with varying degrees of success. Vulnerable groups such as Roma, children and youth living in poverty, and children and youth with a disrupted continuum of learning are particularly affected.

The widespread unemployment and income loss from COVID-19 will further exacerbate the challenges. Budget constraints may cause the poorest households to struggle to afford school fees and materials. Budget constraints may cause the poorest households to struggle to afford school fees and materials. In June 2020, UNICEF and UNESCO conducted the first-ever assessment of the state of Education which revealed specific structural problems of the education system: lack of resources to support e-learning and blended learning, particularly for marginalized groups; lack of standardised e-learning platforms/ networks; lack of standardised e-learning platforms/ networks; lack of teacher and instructor training for implementing and facilitating e-learning; and limited capacities of education government authorities to conduct quality assurance. Key capacity gaps of teachers, 68% of them are female, for online and blended learning.

This joint programme was designed with the vision of re-imagining the future of our efforts: focus on gender responsive approaches that address school dropouts, particularly of marginalized groups; offer skills for employability and teachers' readiness; expand the definition of the right barriers to connectivity; strengthen data and monitoring of learning levels and types of education and training.

Key activities of the joint programme are focused on mitigating and addressing learning and teaching outcomes for girls and boys as well as capacity building for those who constitute close to 70% of the workforce. Additional key activities include long-term investments and education policy change that promotes

Given BiH's post-conflict context, the COVID-19 pandemic is exacerbating existing and creating new ones. In this regard, it is essential that priority be given to building community resilience during the fight against COVID-19. The work is aimed at addressing the instability that communities have been grappling with for an extended period, which has torn the fabric of society across the country. In BiH, a fragmented education system has left children at their early age.

The geographical scope of intervention is BiH with the following key activities (for girls and boys) enrolled in preschool, primary, secondary, TVET and higher education (55% female beneficiaries); 5,000 preschool, primary, and secondary education in BiH.

UNICEF, UNESCO, ILO and UNV are the recipient UN Organisations. A total of \$1,000,000 is being requested from the MPTF.

Comments
Geographical Scope

Geographical Scope

Name of the Region

Country

Europe

Participating Organizations and their Implementing Partners

Participating Organizations

NGOs

ILO
UNDP(UNV)
UNESCO
UNICEF

Contacts

Contact Type

Name

Focal Point

Bradley Foerster

Universal Markers

Gender Equality Marker

Risk

GEM3 - GEWE is the principal objective of the Key Activity

Low Risk

Fund Specific Markers

Fund Windows

Fund Windows

Window 2:
Reduce Social Impact and Promote Economic Response

Human Rights Based Approach to COVID19 Response

HRBA integrated

Yes

Primary Socio-Economic Pillars

Pillars

Pillar 2:
Protecting People

Concept Note Type

Type

Funding

Estimated Budget

Budget

Amount

Budget Requested

\$1,000,000

Other Sources

\$200,000

Total

\$1,200,000

risks during and post COVID-19 in Bosnia and

15-Sep-20

18

15-Mar-22

Education sector/Government authorities in their
acts and respond quickly to emergencies,
in ensuring the principle of leaving no one behind,
vulnerable and marginalized girls and boys.

in Bosnia (BiH) were not in their classrooms.
to quickly establish different mechanisms for distance
learning success. Vulnerable groups of children and youth,
and youths on the move were more at risk for

It severely tests household ability to pay school
fees and keeps children out of school even when
Rapid Situation and Needs Assessment in
Education systems in BiH, including inadequacy of ICT
infrastructure for vulnerable children and youth; lack of online
learning and blended learning curricula; inadequate
learning and blended learning; and lack of
insurance. The assessment also identified
challenges to blended teaching.

education and has the following entry points to the addressing learning losses and preventing ability programmes; support the teaching ht to education to include connectivity; remove ; strengthen the articulation and flexibility across

l overcoming the educational disparities, learning ng and empowerment of female teachers who re focused on overcoming gender data gaps, and gender equality in teaching workforce.

rbating vulnerabilities while magnifying divisions e given to strengthening social cohesion and must include efforts to address some key drivers ended time and which continue to deeply impact tion system exacerbates divisions among students

y beneficiaries: 100,000 children and youths (girls er education in 4 education administrative units r school teachers; and 14 education authorities in

; and the project duration is 18 months.

Region(s)	Country(i es)
Europe	Bosnia and Herzegov ina

**New
Entities** **Implemen
ting
Partners**

e-mail	Position	Additional e-mail	Telephone	Skype
bradley.fo erster@un .org				
OECD-DAC				

Title

CN_I. What is the specific need/problem the intervention seeks to address? Summarize the problem. Apply a gender lens to the analysis and description of the problem. Be explicit on who has established the need (plans, national authorities, civil society, UN own analysis, or citizens).

CN_II. Results expected to be achieved and a clear explanation of tangible results or changes that will be achieved through this collaborative programme Describe the results expected to be achieved and how it contributes to the Covid-19 response and the SDGs. Describe programme approaches, methods, and theory of change, and explain why they are the appropriate response to the problem. Please highlight a) how the solution(s) is data driven (especially on population being targeted) b) if and how it employs any innovative approaches; c) if and how it applies a human rights-based approach and how is it based on the principle of “recover better together” d) if and how the theory of change reflects the Gender Equality Marker score selected in this solution

CN_III. Catalytic impact and nexus Describe how the intervention is catalytic by mobilizing or augmenting other financial or non-financial resources including from IFIs, foundations, the private sector. Describe how the proposed intervention supports medium to long-term recovery for example by enabling other actors to engage, generates an enabling environment for longer-term development.

CN_IV. Who will deliver this solution List what Recipient UN Organizations (no less than 2 per concept note) and partners will implement this project and describe their capacities to do so. Include expertise, staff deployed, as well as oversight mechanisms that determine the monitoring and evaluation (M&E) arrangements and responsibilities. Use hyperlinks to relevant sites and the current portfolios of RUNOs so the text is short and to the point.

P_I. Immediate Socio-Economic Response to COVID19 and its impact

P_V. Target population

Text

their efforts to strengthening the system which can prevent, mitigate impacts and respond quickly to emergencies, particularly when addressing the needs of the vulnerable population ensuring the principle of leaving no one behind, attaining gender equality , specifically focusing on the most vulnerable and marginalized girls and boys and in line with the recommendations of the COVID-19 socio-economic impact assessment and the UN Socio-economic Response Framework (SERF) pillars.

Disparity in Access to learning in Pre-primary, Primary and Secondary Education:

The COVID-19 pandemic has caused an unprecedented disruption of education across the globe - around 1.6 billion learners were out of their classrooms for months. This situation has further deepened inequity and exacerbated an already existing learning crisis as millions of children, youth and adults did not have equal access and opportunities to continue learning. Since Mid-March 2020, around 500,000 learners in Bosnia and Herzegovina (BiH) were not in their classrooms. Education authorities in Bosnia and Herzegovina attempted to quickly establish different mechanisms for distance learning under challenging circumstances, with varying degrees of success. Besides the significant impact of disrupted learning on all children, children from vulnerable groups are under additional risk to be left out, with increased risk of dropping out and widening the existing equity gaps. School closures and disruptive education among the most vulnerable children, further exacerbates existing gender norms, increases house household care work for girls limiting their available time and resources to learn. This impacts on girls' futures, as well as intergenerational impacts on health and nutrition, on economic growth, and many other outcomes. The BiH education authorities estimated that the lack of continuum of learning affected over 9,700 children in primary and

SDGs, education contributes transversally to several targets and goals — including those related to decent work and economic growth, reduced inequalities, environment, promoting gender equality, innovation and peaceful and inclusive societies. For this reason, the role of education can be addressed both as a driver that contributes directly to bringing about economic and social benefits, and also as an enabler that contributes to the effectiveness of development interventions.

Hence, incorporating education into the UN Socio-economic Response Plan in Bosnia and Herzegovina[1], based on the Recover Better Together principle[2], helps to accelerate overall recovery of the society with the participation of all sectors and focusing on gender component of educational response activities to achieve better outcomes for women and girls and to build stronger, more inclusive and more resilient society.

In terms of Human Rights Based approach[3], the focus of the Joint Programme is not only to enable children to have access to school, but in the long-term to provide opportunities to have a quality curriculum and complete all years of schooling to fulfil their right to education. Crucial are teachers, school management and other staff, especially during the pandemic, playing key roles in creating safe learning spaces, adapting curricula and providing support to marginalized students.

The COVID-19 pandemic confronted education authorities in BiH with a unique set of challenges in ensuring the continuity and quality of learning with 'Leave no one behind' principle[4]. This Joint UN programme proposes to modernise education and learning in BiH for the following areas to increase resilience of the education systems and to further contribute to the education sector reforms:

and attract additional funding. Mobilization of the private sector was evident from the very beginning of the pandemic and learning disruption process when the first response of the UN agencies within the UN Socio-economic Response Plan in Bosnia and Herzegovina[1] was to ensure equal access of all students to online learning through provision of equipment. In cooperation with line ministries, and in-kind support by the private sector namely mobile and telecommunication companies, UNESCO and UNICEF jointly made a donation of ICT equipment (152 pieces Lenovo tablets for primary and secondary schools) and 5300 mobile connections to students of primary and secondary schools to assist in ensuring continuity of school process as well as equal learning opportunities for all students. UNICEF and UNESCO globally formed Global Partnership for Education[2] engaging private sector.

To maximize results of the Joint Programme and to encourage their long-term support to the country's educational system, cooperation will be established with international donors and organisations. Close cooperation with the EU Delegation to BiH will be looked at as a valuable partner in furthering the objectives of this Joint Programme.

Inclusion of other IC partners is also expected to continue for these activities. World Food Programme and the World Bank Group is a global partner of UNICEF and UNESCO in the process of providing policy recommendations to ministries of education on safe transition process of school opening: Framework for reopening schools[3] were distributed in May-June 2020 to line ministries in BiH in order to inform the decision-makers on school reopening, support preparations and guide the implementation process, as part of overall public health and education planning processes.

partners will implement this programme and describe their capacities to do so. Include expertise, staff deployed, as well as oversight mechanisms that determine the monitoring and evaluation (M&E) arrangements and responsibilities. Use hyperlinks to relevant sites and the current portfolios of RUNOs so the text is short and to the point. [15,000 characters]

The Joint Programme will be implemented by using “Delivering as One UN” approach and the UN Resident Coordinator will lead political engagement at the highest political level, also ensuring engagement of the UNCT.

The coordination arrangements include: The oversight and strategic guidance of the Programme will be provided through Joint Programme Board. The Board will be co-chaired by the UN Resident Coordinator and the dedicated representative of the relevant Government Partners (Ministries of Education and other relevant institutions)[1] and the Heads of RUNOs. The Programme Board will meet first time after one month of the Programme inception to adopt terms of reference and agree on the composition of the Board, and how often the Board will be meeting. New members to the Board can be added by Board approval. The agencies participating in the Joint Programme will include UNESCO, UNICEF, ILO and UNV. Under the overall leadership of the Programme Board, the Recipient UN Organizations (RUNOs) will have the ultimate responsibilities for achievement of results of the UN activities conducted through Programme. UNICEF will act as the Convening Agency of the Joint Programme responsible for the strategic and programmatic leadership of the Joint UN Programme and ensuring cohesive and coordinated approach of the participating UN agencies. The Convening Agency, in partnership with other RUNOs, will be responsible and accountable to the Joint Programme Board for facilitation of the achievement of agreed delivery and results of the Joint UN

in Bosnia and Herzegovina (BiH), which addresses the immediate and intermediate consequences of the COVID-19 pandemic and promotes synergies across sectors to ensure more inclusivity and enhance the resilience of society.

This intervention is designed to help minimise the immediate socio-economic consequences emerging due to the disruption of continual educational processes in the context of the COVID-19 pandemic. The programme envisions gender-responsive measures that transform education systems, prioritise resilience and address the key bottlenecks and barriers to girls' education. Firstly, the planned activities are intended to support the education authorities throughout the initial and critical school re-opening phase and to assist in ensuring safe, quality and equitable education while prioritizing the promotion of gender equality, women's empowerment and enhanced capacity building of girls and women (students as well as teachers/trainers). Secondly, the joint programme aims to assist education authorities in ensuring equal access and continuity of learning for all students, by investing in improving the quality of e-learning and blended learning practices. Furthermore, through the provision of information, communication and technology (ICT) and appropriate assistive technology and information materials for children and youth with disabilities, the joint programme aims to address any digital skills and equity gaps. These interventions will also help to decrease the immediate risks of dropping out and reduce the number of out-of-school children in case regular education is disrupted. Moreover, the proposed activities intend to prevent future learning losses that could consequently hamper the acquisition of skills and competencies necessary for future and appropriate employment of girls and boys in the labour market. This is especially important for students in Technical and Vocational Education and Training (TVET), who experienced significant practical skills losses during the school closures. Proposed TVET interventions are specifically targeting girls through sustained exposure to Science,

Children and youth

Children and youth (girls and boys) enrolled in preschool, primary, secondary, TVET and higher education are the main target population for the joint programme. The activities will particularly target girls and women enrolled in formal education, comprising at least 55 per cent of children and youth beneficiaries. The programme will be implemented in four education administrative units in BiH, namely: Bosnia Podrinje Canton, Central Bosnia Canton, Una-Sana Canton and Republika Srpska, and therefore it is expected to reach 100,000 children and youth enrolled in formal education.

Preschool, primary, secondary school and TVET school teachers and trainers

The proposed programme aims to empower and build capacities of 5,000 preschool, primary, secondary and TVET school teachers and trainers, of whom at least 68% are women.

Education government authorities

The activities intend to build capacities of all 14 education authorities in BiH to improve inclusive quality e-learning and blended learning for all children and youth. While broadly working with all education systems in the country, a set of targeted interventions will be specifically focused on four education administrative units, prioritised based on their particular vulnerabilities in ensuring access to education during the disruptions (Bosnia Podrinje Canton, Central Bosnia Canton, Una-Sana Canton and Republika Srpska).

Comments

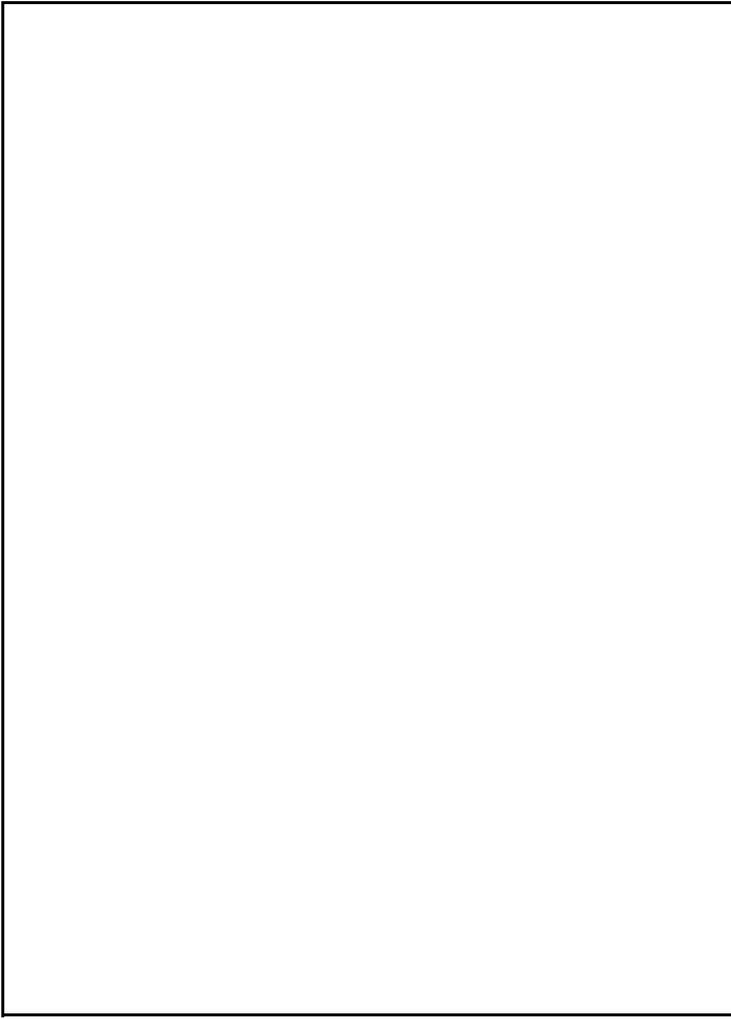
21. Excellent proposal. Very focused on results for marginalized boys and girls, while also leveraging additional or complementary funding.

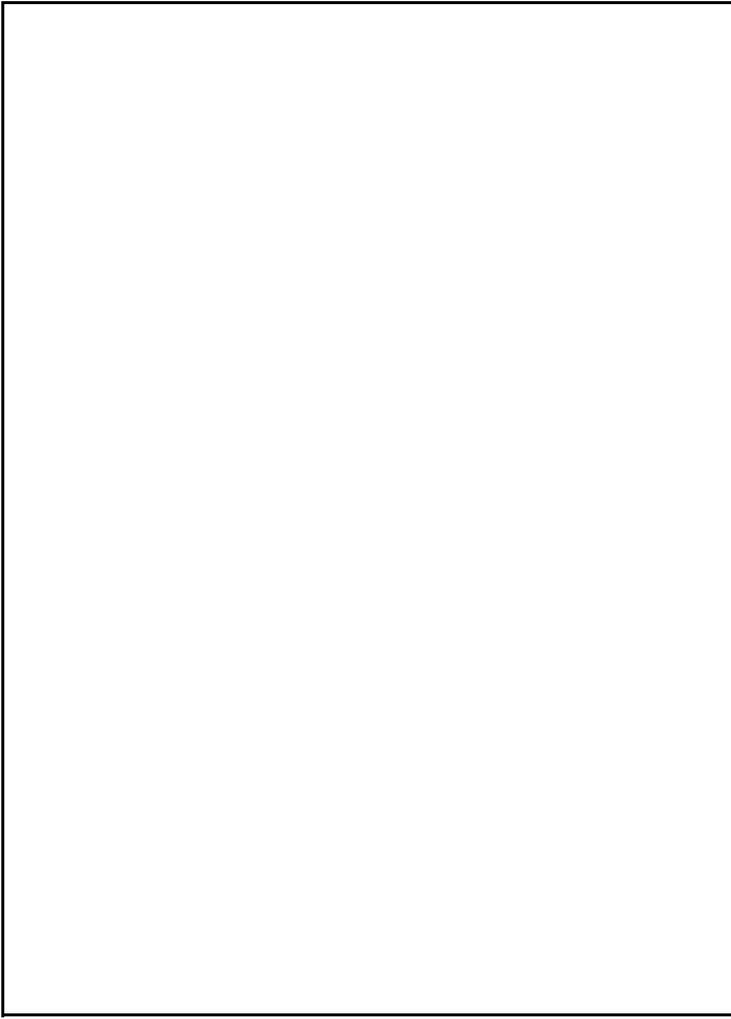
UNDP Overall comments: Total score 23 - Very good proposal. The problem is clearly presented, with ample use of data, including recent analysis. The theory of change is strong, and the intervention strategy, objectives and expected results very well articulated. There is evidence of potential solid partnership with the private sector, as well as opportunities for leveraging additional resources. Finally, the roles and responsibility of the RUNOs are clearly spelt out

Overall score:

16.

Overall Comments: The concept note clearly explains a digital an innovative plan for improving the educational facilities in Bosnia and Herzegovina. The concept note has a strong emphasis on vulnerable groups such as romas, children and women. The Concept note however, fails to adress any of the key SDGs and lacks focus on the mobilization of additional funding







Main Goals

Goal 5. Achieve gender

TARGET_

5.5

Secondary Goals

Goal 4. Ensure inclusiv
all

TARGET_

4.7

Goal 16. Promote peace
for all and build ef...

TARGET_

16.3

TARGET_

16.7

Contributing Goals

Goal 11. Make cities a

TARGET_

11.7

Gender equality and empower all women and girls

5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

Quality and equitable quality education and promote lifelong learning opportunities for all

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Justice, rule of law, and inclusive societies for sustainable development, provide access to justice for all

16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all

16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels

Resilient and human settlements inclusive, safe, resilient and sustainable

11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities



Main Goal

Goal 5. Achieve gender equality and empower all women and girls

TARGET_5.b Enhance the use of enabling technology, information and communications technology, to promote the empowerment of women

Secondary Goals

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

TARGET_4.1 Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

TARGET_4.5 Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

TARGET_4.c Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Contributing Goals

Goal 8 - Promote inclusive and sustainable economic growth, employment and decent work for all

TARGET_8.6 Substantially reduce the proportion of youth not in employment, education or training

Indicator 1

5.b.1 Proportion of individuals who own a mobile telephone, by sex

4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

4.c.1 Proportion of teachers in (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

8.6.1 Proportion of youth (aged 15–24 years) not in education, employment or training.

SAL

Indicator

4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)

Total Estimated % Budget allocated per target

Note: 55% of the total budget requested is allocated to gender equality and empowerment of women and girls (GEEW/G) through SDG Targets 5.b., 4.1., and 4.5. 35% of programme activities are directly supporting girls and women.

40%

15%

25%

15%

5%

Outcome	
Outcomes	Output
Outcome 1	
	Output1
	Output2
	Output3
	Output4
	Output5

Indicator Title	Description
Percentage of education government authorities with integrated e-learning and blended learning in their action plans	Four targeted education government authorities (100% of targeted locations) which have integrated e-learning and blended learning in action plans of their education strategies and/or strategic documents. Means of verification are official gazettes and websites of education government authorities.
Percentage of education government authorities that have developed gender-responsive contingency plans and risk assessments	4 targeted education government authorities which have developed gender-responsive contingency plans and risk assessments to be used in case of further disruptions of learning. Means of verification are official gazettes and websites of education government authorities.

<p>Number of people reached with critical WASH supplies (including hygiene items) and services, disaggregated by sex, age group and at-risk population</p>	<p>Number of children and adults, disaggregated by sex, age group and at-risk population reached with distributed COVID-19 prevention hygiene and information materials. Means of verification is the Monitoring Framework for the UN Framework for the Immediate Socio-Economic Response to COVID-19</p>
<p>Number of children supported with distance/home-based learning, disaggregated by sex</p>	<p>Number of children attending schools who benefit from the provided ICT resources, including Assistive Technology, and TV and other media content which supports home-based learning, disaggregated by sex. Means of verification is the Monitoring Framework for the UN Framework for the Immediate Socio-Economic Response to COVID-19.</p>
<p>Standards/guidelines for quality inclusive blended learning developed (Y-N)</p>	<p>State-level standards/guidelines for quality inclusive blended learning developed. Means of verification are official gazettes and websites of the state-level education government authorities.</p>
<p>Number of education government officials trained in utilizing Education Management Information System (EMIS) and Training Management Information System (TMIS)</p>	<p>Number of education government officials trained in how to integrate EMIS and TMIS systems and how to actively use both for effective education management. Means of verification are training reports.</p>
<p>Percentage of education government authorities which have developed instructions for safe e-learning and blended learning, with focus on prevention of online gender-based violence</p>	<p>Percentage of targeted education government authorities (four out of four) which have developed instructions for teachers, school management, parents and children for safe e-learning and blended learning, with focus on prevention of online gender-based violence. Means of verification are official governments' reports.</p>

<p>Number of teachers trained</p>	<p>Number of teachers who have completed trainings on quality learning and blended learning, including online, offline and blended trainings. Means of verification are training reports.</p>
<p>Standards/guidelines for TVET quality inclusive blended learning developed (Y-N)</p>	<p>Cantonal-level standards/guidelines for quality inclusive TVET blended learning developed. Means of verification are official gazettes and websites of the state-level education government authorities.</p>
<p>Number of key TVET occupations with blended and e-learning training plans and multi-media e-learning materials</p>	<p>Multi-media training materials and training plans for e-learning / blended learning available for two key occupations. Means of verification are records/portfolios of training materials available</p>
<p>Percentage of girls benefiting from piloted e-learning curricula and gender-sensitive multi-media e-learning materials focused on STEM skills</p>	<p>Percentage of girls studying TVET in the selected pilot areas reached with piloted gender-sensitive multi-media e-learning materials focused on STEM skills, out of the total number of girls studying TVET in the selected pilot areas. Means of verification are school reports.</p>

Description
Increased capacities of education systems to provide continuity and quality of e-learning and blended learning for all children and youth, girls and boys in Bosnia and Herzegovina
Gender-responsive crisis management, including legal frameworks, established to enable implementation of safe school operations and risk communication
Continuity of learning in BiH is supported for all vulnerable children and youth, girls and boys equally
Education authorities are supported to implement quality inclusive e-learning and blended learning approaches
Teachers (women 68%) are empowered and have enhanced capacities for delivering quality e-learning and blended learning
Technical and Vocational Education and Training (TVET) authorities have enhanced capacities for delivering quality TVET e-learning and blended learning, including enhanced capacities for TVET teachers and instructors

Manage Indicators	
Baseline Value	Max Value
0%	100%
0%	100%

	0	7,000
	105,000	125,000
Not available		Standards/guidelines for quality inclusive blended learning developed
	0	20
	0%	100%

	0	5,000 (at least 3,400 women)
Not available		Standards/guidelines for TVET quality inclusive blended learning developed
	0	2
	0%	80%

Outcomes	Outputs
Increased capacities of education systems to provide continuity and quality of e-learning and blended learning for all children and youth, girls and boys in Bosnia and Herzegovina	
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Education authorities are supported to implement quality inclusive e-learning and blended learning approaches

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Technical and Vocational Education and Training (TVET) authorities have enhanced capacities for delivering quality TVET e-learning and blended learning, including enhanced capacities for TVET teachers and instructors

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Technical and Vocational Education and Training (TVET) authorities have enhanced capacities for delivering quality TVET e-learning and blended learning, including enhanced capacities for TVET teachers and instructors

Risk Management			
Event	Category	Level	Likelihood
Due to the unstable political and complex operating environment, government representatives from the Ministries of Education and other relevant institutions are not responsive	Political	High Medium	Low Likelihood
Selected schools/teachers lack resources for the implementation of the programme activities (availability of teachers/interest in participation)	Organizational	High Medium	Low Likelihood
Lack of quality implementing partners to deliver results according to the programme objectives	Operational	Low	Low Likelihood

Impact	Mitigating Measures	Risk Owner
Intermediate	The RUNOs will actively engage in advocacy and long-standing good cooperation with relevant national and sub-national counterparts to ensure early preparation of	RC, RCO and Heads of RUNOs
Minor	The programme team will prepare for a solid assessment in the early phase of the programme and optimize participation of relevant target groups. Selection of	Programme Technical Team/Senior Management
Minor	The pool of implementing partners is relatively known in BiH. A long-standing cooperation of RUNOs with reputable quality implementing partners will	Programme Technical Team/Senior Management

Budget Lines	Fiscal Year
1. Staff and other personnel	2020;2021
2. Supplies, Commodities, Materials	2021;2022
3. Equipment, Vehicles, and Furniture, incl. Depreciation	2021;2022
4. Contractual services	2021;2022
5. Travel	2020;2021
6. Transfers and Grants to Counterparts	2021;2022
7. General Operating and other Direct Costs	2020;2021
Sub Total Programme Costs	
8. Indirect Support Costs * 7%	
Total	

Description	Agency 1 UNICEF	Agency 2 UNESCO	Agency 3 ILO
Includes all staff, temporary staff costs including base salary, post adjustment and all staff entitlements, as well as costs of UNVs, directly related to the project.	200,131	69,152	0
Includes costs associated with procurement of hygiene materials, learning materials and ICT resources for schools and preschools, including TVET schools.	167,100	0	15,150
Includes costs to put asset into service. For those who do donor reports according to IPSAS this would equal depreciation for period.	0	4,700	0
Services contracted by agencies through procurement processes, such as final evaluation, communication and visibility of the programme, training design and implementation.	115,800	200,345	72,320
Includes staff and non-staff travel directly related to a project.	12,841	3,010	4,851
Includes transfers to implementing partners, in particular to support education government counterparts in digitization of education process and in developing standards and guidelines for quality inclusive blended learning	40,500	0	0
Includes all general operating costs for running an office. Examples include telecommunication, rents, finance charges and other costs which cannot be mapped to other expense categories.	4,030	23,700	950
	540,402	300,907	93,271
	37,828	21,063	6,529
	578,230	321,970	99,800

Agency 4 UNV	Total USD
0	269,282
0	182,250
0	4,700
0	388,465
0	20,702
0	40,500
0	28,680
0	934,579
0	65,421
0	1,000,000

Checks

Total USD
269,282
182,250
4,700
388,465
20,702
40,500
28,680
934,579
65,421
1,000,000

APPLICANTS WILL BE ASKED TO UPLOAD THIS EXCEL SHEET AS WELL AS ANY OTHER ADDITIONAL DOCUMENTS THEY NEED TO.