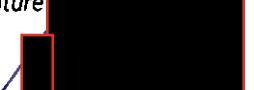
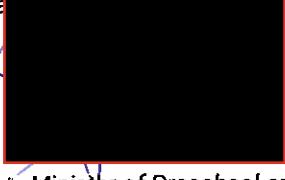


Cover Page	
Fund	MPTF_00243: Uzbekistan Vision 2030 Fund
Project/programme title (short)	Window A: Modelling climate resilience and WASH in schools
Project/programme title (long)	Modelling climate resilience and WASH in 45 schools for equitable, inclusive, and climate-resilient learning environments
MPTFO Project ID	
Timeframe	Anticipated start date: 01/08/2025 <sup>1</sup> Anticipated end date: 31/01/2029
Implementing Organizations (PUNOs and/or Window C Implementing Organizations)	Convening Agent: UNDP Participating Agencies: UNICEF
Other implementing partners <sup>30</sup>	
Contact of each Implementing Organization	Akiko Fujii UNDP registry.uz@undp.org  Regina M Castillo UNICEF tashkent@unicef.org
Universal Markers <sup>31</sup>	<b>Gender Marker:</b> (select one option) <b>GEM-2: GEWE is a significant objective of the Key Activity's overall intent</b>
Fund Specific Markers	Fund Window: A Thematic Groups: Human Rights based Approach
Programme/ Project Cost	Requested budget: \$20,000,000  UNDP: \$ 15,018,350 UNICEF: \$ 4,981,650
Thematic keywords	WASH, education, inclusive, gender, climate, anti-corruption, SDG4, SDG 6, climate resiliency, adolescent girls

<sup>1</sup> The start of the project is contingent upon the receipt of the agreed list of schools. The project duration is 3.5 years from the date of receipt of this list

## Declaration of commitment and signatures

By signing this Joint Programme document, all signatories commit to work together in a spirit of partnership to achieve the results identified in the **results framework, work plan and budget**.

Fund Management Committee		
Ms. Sabine Machl	Mr. Otabek Fazilkarimov	Mr. Alexander Schärer
Signature 	Signature 	Signature 
Government Partners		
Mr Sardor Radjabov		
Signature 		
Deputy Minister of Preschool and School Education of the Republic of Uzbekistan		
Date 04.07.2025	Date 04.07.2025	Date 04.07.2025
UN Organizations		
Ms. Akiko Fujii	Ms. Regina Maria Castillo	
Signature 	Signature 	
Representative of UNDP to the Republic of Uzbekistan	Representative of UNICEF to the Republic of Uzbekistan	
Date 04.07.2025	Date 04.07.2025	

Joint Programme Title: **Modelling climate resilience and WASH in 45 schools for equitable, inclusive, and climate-resilient learning environments**

**Total Budget: US\$ 20,000,000**

**1. What is the specific challenge the project/programme seeks to address?**

Uzbekistan's schools have **outdated and inadequate facilities**, particularly for water, sanitation and hygiene (WASH), heating and electricity. As of 2023, surveys show 70% (6.6m) of school children had access to basic drinking water services, 80% (7.5m) had access to basic sanitation facilities, and 90% (8.5m) had access to basic handwashing facilities with soap and water.<sup>2</sup> Worryingly, 15% (1.4 million children) attend schools with no water and no toilets. Access is significantly lower in rural areas, where 50% of school children have access to basic drinking water and 62% have access to basic toilets. Deficiencies disproportionately affect girls and children with disabilities, contributing to poor educational outcomes. According to data of a school-based mapping conducted in 2023-2024 by the Delivery Unit under the Agency for Strategic Reforms, major infrastructural gaps are affecting the education results of existing schools, including lack of functioning of WASH facilities, unreliable access to electricity and heating systems, and limited availability of functioning canteens for preparing hot school meals. Major infrastructure gaps are concentrated in the Kashkadarya region, where close to 50% of schools do not have access to water.<sup>3</sup> Climate change is expected to exacerbate challenges by disrupting water availability, compromising water quality, and affecting infrastructure functionality.

One of the reasons for poor condition of education infrastructure is an insufficient financial resource prompted by several underlined issues. Achieving a strong and credible public financial management (PFM) system is central to Uzbekistan's reform agenda, whereby the government seeks to improve the **prioritization and results-orientation of public spending**. Historically, the education budget accounted for 25-30 percent of the state expenditures of the GOU, however additional funding is still needed to meet the demand for capital investments. Moreover, investments would benefit from more efficient use of available funds, strengthened coordination. The education sector is also susceptible to **corruption**, as evidenced by the recent rise in corruption offenses in the Ministry of Preschool and School Education reported by Uzbekistan's Anti-Corruption Agency. Infrastructure projects are especially vulnerable to corruption as they contain major risks of kickbacks, favouritism, corruption and other integrity violations.<sup>4</sup>

**What is the proposed solution? How does the project/programme address the identified challenge?**

**Theory of change:**

**If** government has enhanced capacity to plan, implement, maintain and monitor school facilities, in sustainable, gender sensitive, inclusive and transparent way and in close cooperation with local communities;

**If** climate-resilient, gender-responsive WASH facilities are modelled in 45 schools serving the most marginalized and vulnerable groups in Uzbekistan, enabling further replication;

**If** children and adolescents in rural areas have essential knowledge and participation mechanisms for climate

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<sup>2</sup> World Health Organization (WHO) & United Nations Children's Fund (UNICEF). (2024). *Progress on Drinking Water, Sanitation and Hygiene in Schools*. Retrieved from <https://washdata.org/reports/jmp-2024-wash-schools>

<sup>3</sup> These findings further confirm prior available data of the Ministry of Pre-school and School Education (MOPSE), indicating how out of a total of 10,130 schools, 1,527 schools use water brought to schools (not drinkable), 3,400 schools use artesian water, and 5,159 schools have a central drinking water supply. This figure implies that 84.5% of schools have access to drinking water; however, as per school visits, this data does not necessarily imply compliance with international standards.

<sup>4</sup> In 2020, the IMF estimated that 30-50 percent of national infrastructure spending globally is lost due to inefficiencies and corruption.

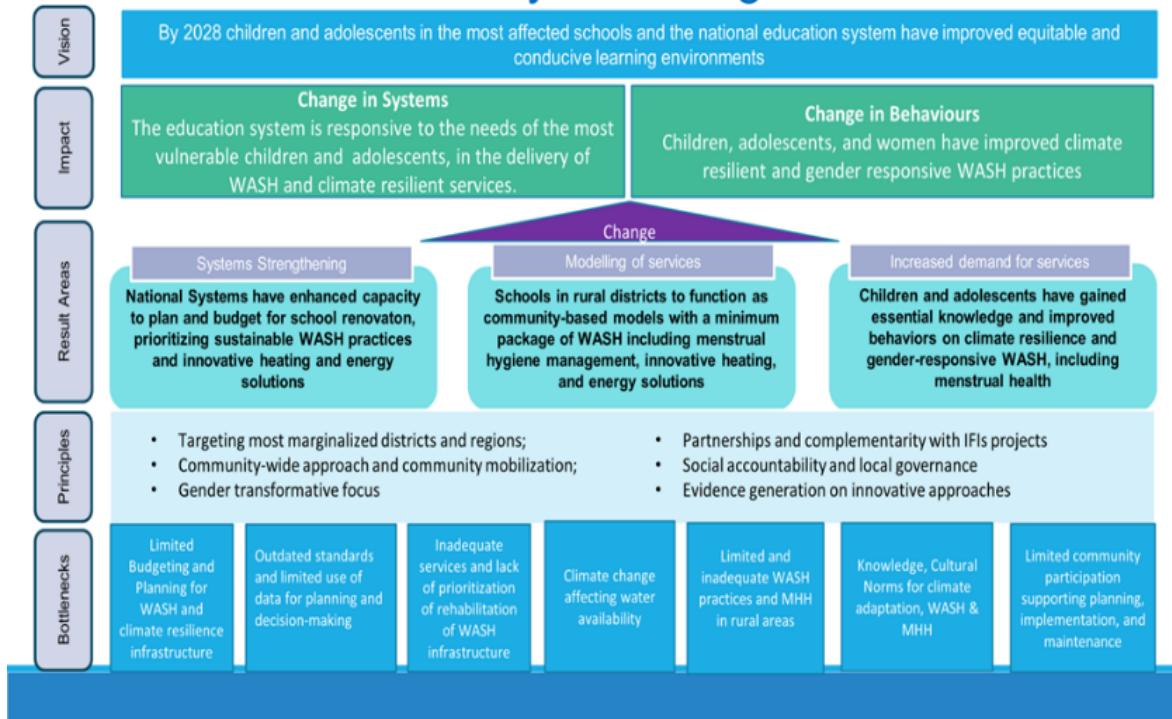
Source: IMF (2020), *Well Spent: How Strong Infrastructure Governance Can End Waste in Public*

Investment. [www.sipotra.it/wp-content/uploads/2020/09/WELL-SPENT-How-Strong-Infrastructure-Governance-Can-End-Waste-in-Public-Investment.pdf](http://www.sipotra.it/wp-content/uploads/2020/09/WELL-SPENT-How-Strong-Infrastructure-Governance-Can-End-Waste-in-Public-Investment.pdf)

resilient, gender-responsive WASH practices;

**Then** children and adolescents in the most affected schools will have equitable, inclusive, and climate-resilient learning environments, and the education system will be better able to plan, deliver, and maintain school environments through both infrastructure improvements and broader capacity building.

## Theory of Change



### 2. Who is the target population?

UNDP and UNICEF have jointly developed a robust selection criterion with the MOPSE for target schools to ensure the JP effectively targets the most marginalized and vulnerable groups in Uzbekistan. It is anchored in key indicators, including the Multidimensional Poverty Index (MPI) used by UNDP, with a child-focused MPI metric developed by UNICEF. Additionally, the Climate Landscape Analysis for Children (CLAC) identifies regions where children are most vulnerable to climate change risks. The WASH school survey, conducted by the Delivery Unit at the Strategic Reform Agency, further informs the selection process.

#### *Direct beneficiaries:*

- 31,500 children and adolescents in rural areas from the most vulnerable communities in Uzbekistan, particularly girls and children with disabilities.
- 2,700 teachers and school administrators
- 1,800 local community members trained in community development planning (minimum 30% women)
- >100 public servants (minimum 30% women)

*Indirect beneficiaries:* Communities surrounding the 45 schools selected for the intervention – including families, local stakeholders, and school staff – will benefit from improved community WASH practices, health outcomes, and capacity-building initiatives.

### 3. Catalytic and/or transformational potential

The intervention outlined in the Joint Programme is catalytic and transformational in nature in several ways:

**Transformational impact for students and communities:** The Programme will leverage WASH and climate resilience as catalysts for broader development efforts. By improving WASH infrastructure in schools, the JP will support healthier students, better attendance, and overall improvements in community hygiene practices for some of the most marginalized and vulnerable groups in Uzbekistan. The programme will position schools as community hubs for broader climate resilience and WASH practices, encouraging spillover effects into communities. PUNOs will also work on empowering local communities, enabling community-driven decision-making processes and participatory governance models, planning and budgeting for WASH facilities, promoting climate-resilient WASH standards, and it will also foster local ownership of climate-resilient solutions, which is essential for sustainability.

**Demonstrating scalable, replicable solutions:** The use of renewable energy solutions such as solar power, energy-efficient heating systems, and water management not only reduces carbon footprints but also demonstrates scalable and cost-effective models that can be replicated. It promotes the adoption of international best practices in climate-resilient WASH standards, energy efficiency, and school infrastructure design leading to long-term economic benefits. The programme contributes to national policy implementation and capacity building by working closely with the Ministry of Preschool and School Education (MoPSE) and other government agencies as well as local authorities in support of the implementation of the Clean Hands Programme (Presidential Decree No. 297 dated 05/06/2025). The initiative also fosters transparent governance by implementing monitoring and accountability mechanisms like the “My Better School” platform, encouraging continuous community feedback and oversight, with potential further replication nationally.

**Unlocking domestic and international financial institution (IFI) resources:** The programme will model climate-resilient WASH services in schools. If this model is institutionalised by MOPSE and the Government of Uzbekistan through the Clean Hands Programme, it has the potential to unlock further investments from domestic resources and IFIs interested in investing in WASH investments in the country. Thus, the project activities not only will improve infrastructure of the schools but also be part of a broader effort to strengthen the education system and generate sector-wide benefits. The overall project interventions will contribute to improving the national education system to generate sectoral benefits consisting of vital measures such as WASH, environment, energy efficiency and governance that enable for equitable, inclusive, and climate-resilient learning environments. The proposed intervention drives transformational impact by elevating the entire education sector. By establishing a relevant frameworks and standard principles for future climate-resilient WASH standards implementation (including school renovation), the Project sets a new standard for educational infrastructure in Uzbekistan. These will serve as role models informing the building and renovation of schools nationwide with a focus on efficiency, modernity, equity and sustainability for improved student outcomes.

**Behavioural Change for Sustainable Impact:** The programme’s focus on social and behavioural change through education and community engagement ensures that climate resilience and WASH practices are deeply embedded in local cultures and behaviours, promoting sustainability in the long run. The participatory governance model as well as institutional capacity building on gender equality, anti-corruption and performance-based budgeting ensures that these changes are institutionalized and scalable.

By embedding gender equality in governance and policies and focusing on gender-sensitive budgeting, equal representation, and inclusive decision-making processes together with the Gender-Responsive WASH and community engagement secure synergy between top down and down up approach and provide sustainable impact on the sector.

Finally, it is important to highlight, that programme’s innovative community-based approach, combined with gender-responsive and climate-resilient interventions, will provide a model that can be replicated in other regions

of Uzbekistan. The lessons learned from integrating WASH and climate resilience into schools will serve as a blueprint for future educational infrastructure programs.

#### 4. Who will deliver this project/programme?

UNICEF and UNDP bring together complementary strengths making them uniquely positioned to deliver this JP.

- **UNICEF** has a comparative advantage in climate resilience and WASH in schools, employing a holistic approach. UNICEF's mandate to promote the rights and well-being of children includes access to clean water, sanitation facilities, and hygiene education. In Uzbekistan, UNICEF has been working with the Government, through the line Ministries, Local Education Group, and the Delivery Unit under the Agency of Strategic Reforms in promoting and implementing climate resilient and WASH interventions through evidence generation (WASH Knowledge Attitudes, Practices, and Norms); Guidelines and Standards (Climate Resilient WASH social and behaviour change (SBC) strategy; Climate Resilient WASH in Schools Standards) and has experience in climate resilient WASH downstream programming through their interventions in the Aral Sea region through the Multi-Partner Human Security Trust Fund for the Aral Sea Region in Uzbekistan (MPHSTF). UNICEF has been working in Uzbekistan for the last 30 years and maintains a strong presence through its offices in Tashkent and its field office in Termez. UNICEF also has staff based in Nukus.
- **UNDP's** 30-year history in Uzbekistan underscores its role as a key partner in law and policy development, technical assistance, and capacity development, including in green energy and public infrastructure. UNDP has led the development of standards for schools and essential infrastructure and pioneered projects like Uzbekistan's first nearly-zero-energy building. Globally, UNDP's extensive experience in school construction across diverse contexts, combined with its deep expertise in community planning and participatory approaches including budgeting, uniquely positions it to enhance programme effectiveness, transparency, and ownership. UNDP will also cooperate with UNECE to leverage UNECE's technical expertise in the area of energy efficiency issues in public buildings. This would also cover the area of work related to elaboration of different scenarios of energy efficiency improvements for existing schools to propose the concrete energy efficiency measures to be considered at the renovation stage.

Project / Programme Description	
Objective(s)	<p>Enhance access of children and adolescents in the most affected schools to equitable, inclusive, and climate-resilient learning environments and enhance the education system to better plan, deliver, and maintain school environments by:</p> <ul style="list-style-type: none"> <li>• modelling climate resilience and WASH in schools to create equitable, inclusive, and climate-resilient learning environments;</li> <li>• prioritising access to inclusive, gender-responsive WASH services in 45 schools<sup>5</sup> (potentially reaching to 50), addressing the needs of children and adolescents, particularly adolescent girls;</li> <li>• providing institutional support to the Ministry of Preschool and School Education (MoPSE) and local agencies to govern school infrastructure in gender-sensitive and transparent ways in cooperation with local communities to ensure the sustainability of improvements.</li> </ul>
Theory of Change	<p>If government has enhanced capacity to plan, implement, maintain and monitor school facilities, in sustainable, gender sensitive, inclusive and transparent way and in close cooperation with local communities;</p> <p>If climate-resilient, gender-responsive WASH facilities are modelled in 45 schools serving the most marginalized</p>

<sup>5</sup> Implementation efficiencies will be used to expand the package of inclusive, gender-responsive WASH services in additional schools—pending budget availability.

	<p>and vulnerable groups in Uzbekistan, enabling further replication;</p> <p><b>If</b> children and adolescents in rural areas have essential knowledge and participation mechanisms for climate resilient, gender-responsive WASH practices;</p> <p><b>Then</b> children and adolescents in the most affected schools will have equitable, inclusive, and climate-resilient learning environments and the education system will be better able to plan, deliver, and maintain school environments through both infrastructure improvements and broader capacity building. The programme addresses school facility management/governance in a comprehensive, multi-faceted way, integrating climate resilient WASH infrastructure, behaviour change, and knowledge on climate change in schools, underpinned with crosscutting gender equality, and a participatory community approach.</p> <p>Anti-fraud and corruption measures have been integrated into the overall Theory of Change, spanning across results areas, including policy formulation, safeguarding procurement processes, distribution protocols, usage and maintenance procedures, and community engagement. Additionally, the program will be used to generate evidence on practices that could potentially be adopted to combat corruption within the health sector.</p> <p>This JP directly contributes to SDG 6 (Clean Water and Sanitation) and SDG 4 (Quality Education) and aligns with Strategic Priority B - Outcomes 4 (education) and 5 (planet) of the 2021-2025 United Nations Sustainable Development Cooperation Framework (UNSCDF). It indirectly contributes to the achievement of SDGs 3 (Good Health and Well-being), 5 (Gender equality), 7 (Affordable and Clean Energy), and 13 (climate action).</p>
Geographic scope	UNDP and UNICEF have jointly developed a robust selection criterion for target 45 schools serving the most marginalized and vulnerable groups in Uzbekistan. It is anchored in key indicators, including the Multidimensional Poverty Index (MPI) used by UNDP, with a child-focused MPI metric developed by UNICEF. Additionally, the Climate Landscape Analysis for Children (CLAC) identifies regions where children are most vulnerable to climate change risks. The WASH school survey, conducted by the Delivery Unit at the Strategic Reform Agency, further informs the selection process. Priority will be given to districts where schools have inadequate access to WASH and energy services, particularly those categorised as having "No Service" under WHO/UNICEF Joint Monitoring Programme indicators. To amplify the impact of the project, the project will follow a cluster approach with focus on one or two regions maximum.
Components / outcomes	<p><b>Output 1: Enhanced government capacity to plan, implement, maintain and monitor school facilities, in close cooperation with local communities</b></p> <p><b>1.1. Piloting integrity systems and approaches for construction/renovation of school facilities</b></p> <p><i>Transparency portal:</i> The JP will enhance anti-corruption practices by establishing a transparency portal, "My Better School," to track school renovation progress and enhance oversight. This portal will serve as a feedback mechanism, enabling communities to access information about planned construction/renovation, share feedback about proposed plans, and report challenges during and after programme implementation. Local bodies will be able to use this feedback to make informed decisions and improve school services. By committing to transparent renovation processes through independent monitoring and CSAC engagement, the portal will help ensure fair and corruption-free implementation while promoting accountability throughout the project.</p> <p>The portal will be publicly accessible with easy-to-use interface adapted to both computers and smartphones. Information will be made available in both Uzbek and Russian. Features will include: geospatial mapping of schools/construction sites; transparent information about the works to be performed and associated budgets for construction/renovation; project schedule and progress bar status; photos before, during and post construction; ability to submit report/feedback; information on procurement processes, including contracts, bids, and tenders, the selection of contractors and suppliers (including information on beneficial ownership<sup>6</sup> and potential conflicts of interest) and the criteria used to evaluate their bids; information on the contractor's compliance with building codes and regulations during construction; environmental impact information and mitigation plans to ensure that construction projects are carried out in a sustainable and environmentally responsible manner; and health and safety information, policies and procedures to ensure that construction workers are protected from harm.</p> <p>Based on successful pilot implementation – focused on the construction of WASH facilities in 45 schools (Output 2) – the digital platform will be scaled by the Government to other regions of the country to eventually become a national platform for transparent school procurement, construction and renovation. While not all features may be ready in time to be fully deployed for the construction of the WASH facilities, the focus of the pilot on the 45</p>

<sup>6</sup> Information on the ownership of companies involved in construction projects (shareholders, directors, and officers of the company)

WASH facilities will enable it to be grounded in real life test cases, while also enhancing the transparency of the works carried out under the JP. To ensure coherence and avoid duplication, the geoportal developed by the Delivery Unit—already operational with comprehensive geospatial data on over 10,000 schools and social infrastructure—will be carefully synced with the future digital platform designed under this Joint Programme. Both portals will be reviewed and aligned to complement each other, ensuring integration of real-time monitoring, procurement transparency, and feedback mechanisms. This coordination will enable data-sharing, prevent overlaps, and enhance the national digital architecture for school infrastructure planning, implementation, and oversight.

*Integrity Pact:* An independent civil society actor will be engaged to monitor the implementation of the WASH facilities constructed under the JP and adherence with commitments made under an [Integrity Pact](#). By signing an Integrity Pact, the contracting entities (UNDP) and bidders will commit to comply with best practices for procurement and maximize transparency. Local communities will be engaged in the construction monitoring process. By piloting the application of the Integrity Pact, the UN will demonstrate the value of the approach in Uzbekistan, with potential for replication by the Government.

#### *1.2. Enhancing capacities for planning and procurement in the education sector*

*Procurement capacity building:* To strengthen accountable procurement processes within the education sector, UNDP will design and implement a certified capacity building programme focused on addressing corruption challenges hindering the education sector in Uzbekistan. The capacity building programme will target MoPSE (65 personnel of Department of Internal Audit and Financial Control and 7 personnel of Anti-Corruption and Legal Control Department, in total 72 personnel), other relevant national and local authorities (10 persons from each, in total 50 personnel), heads of the public schools, and school students (9-11th grades) countrywide. The programme will include 10 video lessons (for public officials) accessible through a dedicated e-learning platform, 5 animated videos (cartoons) about perils of corruption for school kids, and a policy toolkit featuring SOPs and Internal Controls Guide on anti-corruption compliance, strengthening of internal control, management of corruption risks, detection of fraud, audit and quality assurance. The programme will help the respective civil servants at the Ministry to perform their duties more efficiently and to be technically equipped with more knowledge on integrity and anti-corruption, which will decrease risks of corruption in the design and supervision.

#### *Integrate SDG WASH indicators into EMIS for JMP reporting.*

The JP will support the MoPSE in the integration of climate-resilient WASH indicators into the education management information system, aligning to UNICEF/WHO Joint Monitoring Programme indicators to allow for annual global reporting and monitoring of the situation of WASH in schools.

#### *Capacity building on CR GR-WASH budgeting, planning, and implementation.*

Throughout the JP, the focus will be on building national and local partners' skills in community development planning, budgeting, and resource management. National institutions and local bodies will be equipped to carry out effective budgeting and programming for ongoing facility operation and maintenance. Opportunities for private sector involvement will also be explored.

The capacity building of community members, in addition to school teachers, will ensure the long-term sustainability of climate-resilient WASH interventions. Community leaders and change champions will advocate for and support the school in being held accountable for maintaining these services. Especially with the engagement of parents and caregivers<sup>7</sup>, who are key stakeholders in enabling the school environment, the operation and maintenance of WASH in schools will be prioritised through the development of WASH facility maintenance and operations plans. UNICEF, has successfully implemented this approach in communities in the Republic of Karakalpakstan<sup>8</sup>.

#### *School optimisation for Uzbekistan's growing population:*

The JP will provide technical support to MoPSE and the Ministry of Finance and Economy (MoFE) to develop a school optimization plan that takes into account demographic trends. An assessment will be conducted of existing funding mechanisms for school construction, renovation, and maintenance, alongside current and anticipated school network and facility needs. On the basis of this analysis, the plan will propose recommendations to optimise investments in school infrastructure for maximum efficiency, equity, and

<sup>7</sup> The PD will work with available organisations in and around schools, including Organisations of Parents of Children with disabilities and other civil society organisations.

<sup>8</sup> UNICEF has developed a comprehensive WASH in Communities Training Manual covering all aspects of WASH facilities management, operation and maintenance topics. <https://uni.cf/434eRyX>

sustainability. This will help identify how to best allocate limited resources, enabling schools to meet national educational standards and comply with national legislation. Working closely with targeted districts, regions and central Government, the school optimisation plan will develop scenarios addressing double and triple shifts, by optimizing resource allocation. The school optimisation plan will enable further contextualisation of the Comprehensive School Safety Framework and apply Disaster Risk Reduction Principles and a multi-hazard approach for planning and monitoring school construction initiatives.

*Planning, budgeting and resource management capacity building:* Throughout the JP, the focus will be on building national and local partners' skills in community development planning, budgeting, and resource management. National institutions and local bodies will be equipped to carry out effective budgeting and programming for ongoing facility operation and maintenance. Opportunities for private sector involvement will also be explored.

Local authorities will be supported to conduct participatory processes to identify priority problems and needs in and around the 45 selected schools (under output 2). This work will apply UNDP's Community Development Plans (CDP) methodology, which entails eleven stages including a Mahalla-level participatory process to identify priority problems and needs in the selected schools and create an initiative group to act on those challenges. UNDP and UNICEF will work jointly with local authorities to model community-based approaches with local mahallas, including community engagement on operations and maintenance post project cycle.

This activity will leverage the existing network of Committees for Sanitary and Epidemiological Wellbeing and Public Health of the Republic of Uzbekistan (Sanepid Committees) present at district and town level to empower the communities to use these tools. As part of this participatory process, consultations with communities, school administrations and representatives of the MoPSE and Sanepid Committees will be conducted to understand the needs and existing capacities for feedback and complaint mechanisms. The second phase will proceed with defining and designing the solution for feedback and complaint mechanism in a participatory manner to ensure its relevance and acceptability by users.

*Climate-resilient building standards:* The JP will support the MoPSE and the Ministry of Construction and Housing and Communal Services in updating climate-resilient building standards. This will be achieved by establishing regulatory and institutional frameworks that align with international best practices and the National Climate-Resilient WASH in Schools Guidelines. As part of the Partnership Compact for Education Reform 2023-2026, the JP will support a review of national standards for design, materials, energy efficiency, and technology integration. A roadmap for sustainable facility management will be developed, providing a strategic vision for scalable financing and implementation. The guideline will be implemented when developing the technical designs for the renovated facilities in the selected 45 pilot school (under output 2).

#### **Output 2: Climate-resilient, gender-responsive WASH facilities modelled in 45 schools serving the most marginalized and vulnerable groups in Uzbekistan**

##### *2.1. Renovation of climate-resilient, gender-responsive WASH facilities in 45 schools*

To model climate-resilient, gender-responsive facilities, the JP will renovate WASH facilities in 45 general secondary schools.<sup>9</sup> Facilities will adhere with updated national standards for climate resilient building and transparent, accountable procurement (developed under output 1.2), utilize the "My Better School" transparency portal (launched under output 1.1), and incorporating innovative, sustainable materials with potential for broader replication at a national scale.

In recent years, UNDP and UNICEF have piloted various innovative solutions to improve WASH, heating, and energy efficiency in schools and public buildings across Uzbekistan. These pilots have provided sufficient data and practical lessons on what works best and at what cost. Based on this experience, both agencies are now ready to work together to implement these solutions in an integrated way. The current budget estimates are therefore based on the actual costs and results of these previous pilots.

The Climate-Resilient WASH (CR-WASH) package in schools will ensure safe and consistent water supply, sanitation, and hygiene management through the following infrastructure package, based on the assessment of the needed package for the schools once selected:

<sup>9</sup> General secondary school encompasses the 11 years of mandatory education in Uzbekistan, including primary (1-4 grades), basic secondary (5-9 grades), and secondary (10-11).

- Gender-Inclusive Sanitation Facilities: Ensuring privacy and accessibility for girls, contributing to increased school attendance among adolescent girls.
- Sewage/Septic Systems: Properly managed waste to maintain hygiene and prevent environmental contamination.
- Solar-Powered Pumps: Delivering a reliable water supply, especially for schools with intermittent electricity access.
- Water Tanks: Ensuring continuous water availability for drinking and sanitation in schools with unreliable supply.
- Handwashing Stations and Consumables: Promoting proper hand hygiene to prevent disease and support a healthy school environment.
- Social and Behaviour Change/Adolescent Participation Interventions: As highlighted in Output 3 and as per the National Climate Resilient WASH in Schools Guidelines.

## 2.2. *Installation of green solutions to accompany WASH facilities in 45 schools*

WASH facilities will be accompanied by green solutions, such as sustainable heating and energy solutions. PUNOs will evaluate different scenarios for energy efficiency improvements in the 45 prioritized schools. This evaluation will inform the development of standards and guidelines for energy-efficient, sustainable schools (also developed under output 1.2). Outdated heating systems will be replaced with energy-efficient alternatives such as heat pumps, boilers and other solutions. Energy efficiency improvements will include insulation upgrades, energy efficient windows, LED lighting, photovoltaic solar panels. Based on the assessment of the selected schools, the relevant packages will be used for each school individually: This sub-output will be delivered through these activities:

- Collect relevant socio-economic gender, age disaggregated data on children, infrastructure conditions and capacity of the schools (linked with assessments under output 1.2).
- Utilize the established criteria for selection of target schools, serving the most marginalized and vulnerable populations within 1-2 regions, to identify 45 schools under the JP.
- Detailed technical site verification and assessment as well as energy audit of selected schools.
- Technical design, including energy efficiency measures, WASH improvement, HVAC improvement within JP standards, national guidelines for school construction and government requirements.
- Where applicable improve insulation and Building Retrofit (Insulating roof or walls or replacing windows).
- Energy-Efficient Heating Systems and Solar power solutions.
- Where applicable LED Lighting Conversion.
- Involve and receive feedback for technical design from community initiative groups, NGOs and government institutions.
- Technical supervision by responsible institutions and independent auditors.
- Monitoring and evaluation by community initiative groups.

*Procurement of hygiene materials.* Under the JP, it was envisioned to support all selected 45 schools with set of hygiene items for a period of 1 year, after which the Government will assume responsibility for procurement going forward. The hygiene items will support the schools to implement the National Climate-Resilient WASH in School Guidelines. . On 20 June 2025, The Government of Uzbekistan has committed to supply schools with full package of sanitary and hygiene items under the State Program “Clean Hands” as per the Resolution # 297 of the Cabinet of Ministers of the Republic of Uzbekistan. The Government commitments will be documented by the Management Committee. Therefore, the PUNOs are not accountable towards this procurement but will coordinate with the Ministry of Economy and Finance and the Ministry of Preschool and School education to ensure the package is delivered on a coordinated and timely manner. PUNOs will formally notify the government in advance

	<p>of the planned timeline for package procurement. In the event of any delays in government-led procurement and delivery, the responsible PUNO will undertake the procurement directly using programme funds to prevent any disruption to project implementation</p> <p><i>Procurement of consumables and equipment for school-based youth-led eco projects.</i> The JP will support target 45 schools to promote environmental education and initiate school-based youth-led eco projects, which helps school children to obtain better knowledge and skills on climate change, adaptation and mitigation measures.</p> <p><b>Output 3: 31,500 children and adolescents in rural areas have essential knowledge and participation mechanisms for climate resilient, gender-responsive WASH practices.</b></p> <p>Output 3 is focused at reaching students and teachers of the 45 targeted schools (under Output 2) with essential knowledge on WASH through behaviourally informed messages, solutions, and practices to reinforce essential behaviours related to WASH. This output operationalises the National WASH in Schools Guidelines<sup>10</sup>, which was designed to improve the effectiveness of water, sanitation and hygiene standards and behaviour change programmes for children and complements UNICEF's broader child-friendly schools initiative and GIZ's 'Fit for School' approach.</p> <p><i>3.1. Strengthening capacity of 2,700 teachers and school administrations on climate resilience, gender-responsive WASH, and community engagement standards<sup>11</sup>.</i></p> <p>The JP will enhance the skills of 2,250 teachers and 450 school administrators in climate resilience, gender-responsive WASH<sup>12</sup>, and community engagement standards. Gender-responsive interventions<sup>13</sup> such as capacity development for teachers on sexual and reproductive health, menstrual hygiene counselling, prevention, early identification and response to all forms of violence against children, including Gender Based Violence (GBV) and bullying, suicide prevention, and early marriage prevention will be prioritised. This will be complemented by developing climate risk assessments for schools and developing contingency plans to mitigate identified risks related to extreme weather events, water scarcity, and other climate-related challenges. Additionally, the JP will support MOPSE in operationalising the national WASH in Schools Guidelines in the 45 schools.</p> <p>UNICEF's global experience shows that integrating gender-responsive approaches within WASH and education programming improves student well-being, reduces absenteeism, especially among adolescent girls, and strengthens school-based protection systems. These lessons underscore the importance of equipping teachers and school staff with the skills to create safe, inclusive, and climate-resilient learning environments.</p> <p><i>3.2. Reinforcing WASH behaviours through knowledge and practice: behaviour change approaches for 31,500 children with engagement of communities on climate-resilient and gender-responsive WASH practices, including menstrual health;</i></p> <p>Within the first component an extracurricular package will be developed for teachers that will include child-centred learning tools, structured sessions led by teachers, and discussions on menstrual health and hygiene in</p>
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<sup>10</sup> The National WASH in Schools Guidelines is aligned with the recently adopted Resolution # 297 of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to implement the "Clean Hands" program aimed at expanding the drinking water and sanitation infrastructure in healthcare and education organizations" dated May 6, 2025. <https://lex.uz/docs/7518169>

<sup>11</sup> Minimum quality standards and indicators for community engagement, UNICEF: [https://www.unicef.org/mena/media/8401/file/19218\\_minimumquality-report\\_v07\\_rc\\_002.pdf.pdf](https://www.unicef.org/mena/media/8401/file/19218_minimumquality-report_v07_rc_002.pdf.pdf)

<sup>12</sup> UNICEF has developed training manual on Climate-resilient WASH in Schools for teachers and school children, which has been piloted under Aral Sea projects in Karakalpakstan

<sup>13</sup> <https://www.unicef.org/documents/gender-responsive-water-sanitation-and-hygiene-key-elements-effective-wash-programming>

a culturally sensitive way, which can be easily replicated beyond the model schools and communities. The focus will be on tailored hygiene behaviour change programmes within the National WASH In Schools Guidelines, and adapted to the level of access to WASH services.

The programme will implement a differentiated SBC approach for each school based on their current level of WASH services, as outlined in the National WASH in Schools Guidelines.

For schools identified as having no WASH services, relevant job aids and booklets on hygiene promotion will be developed for teachers. These will include:

1. Daily supervised handwashing sessions, once a day before meals.
2. A teacher-set arrangement for children to bring their own drinking water bottles filled with water from home.

These elements are fundamental components of the National WASH in Schools Guidelines.

For schools identified as having limited services, hygiene behaviour change programmes will include:

1. Teacher job aids and booklets that incorporate handwashing after using the toilet, in addition to daily supervised handwashing sessions.
2. Teacher guides for leading menstrual hygiene sessions for girls.
3. Guidance on community engagement for school administrators and teachers to ensure the availability of extra sanitary pads and clothes (e.g., school uniforms) for emergencies

As schools improve their access to climate-resilient WASH (through Output 2 infrastructure interventions), the SBC approach will adapt accordingly.

PUNOs will also mobilise adolescents, both girls and boys, to lead gender-responsive WASH initiatives across the 45 targeted schools and communities. PUNOs will develop one comprehensive training package for peer support, integrating climate resilience, promoting social accountability through feedback platforms, and enhancing adolescent health and well-being, including WASH, and prevention of all forms of violence including GBV and access to support services. Adolescent mobilisation will include peer-to-peer engagement, allowing school learners to mobilise and support other adolescents in their communities, fostering leadership and community-wide participation. This sub-output will be delivered through these activities:

*3.3. Community Engagement Mechanisms: Integrating feedback loops into school governance to ensure community views, concerns, and practices inform proposed climate-resilient and gender-responsive WASH solutions (Community Engagement Mechanisms);*

The JP will establish a system for communities to share feedback and concerns about WASH programs in schools, ensuring open communication between school administration and local stakeholders, including parents and caregivers, civil society, organisations of parents of children living with disability, , local leaders, and the private sector. It will be rolled out in phases, beginning with consultations to design simple, user-friendly tools for gathering feedback. The initiative will leverage the existing Sanepid Committee network to support community engagement and strengthen participation. After defining the feedback mechanism collaboratively, the project will pilot the platform and refine it based on real input from users. By ensuring schools and communities work together, this system will improve accountability, enhance the sustainability of WASH solutions, and help prevent corruption in the implementation of school facilities.

*3.4. Mobilising adolescents on climate-resilient, gender-responsive WASH, GBV, VAC and sustainable school and community practices*

The JP will mobilise adolescents to become active participants and champions of change in climate-resilient, gender-responsive WASH, and in the prevention and mitigation of GBV, and Violence Against Children (VAC) while fostering sustainable school and community practices. Through targeted awareness campaigns, eco projects, and capacity-building workshops, young people will develop green skills and be empowered to address socio-ecological challenges. Peer-to-peer interventions and comprehensive engagement toolkits will equip adolescents with the knowledge and leadership abilities to drive meaningful change at school and community

	<p>level.</p> <p><i>Programmatic assumptions:</i></p> <p>The realisation of the JP's outcomes is based on several key assumptions:</p> <ul style="list-style-type: none"> <li>• UNDP and UNICEF can model cost-effective, sustainable WASH facilities and green solutions with potential for national scale up / replication</li> <li>• Outputs can be strategically sequenced to outputs to both model tangible results for vulnerable communities while modelling approaches and informing improved standards</li> <li>• Government commitment to climate-resilient programming and improvement of school facilities.</li> <li>• Government allocation of resources for climate-resilient infrastructure maintenance.</li> <li>• Coordination between the Ministry of Health, MoPSE, MOEF and the Ministry of Construction, Housing, and Communal Services on proposed climate-resilient infrastructure and WASH in schools.</li> <li>• Government support for gender-responsive interventions and SBC for climate action.</li> <li>• Sufficient government resources to support school renovations beyond the JP package.</li> </ul>
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UNSDCF Principles	
<b>Leave No One Behind</b>	<p>The JP aligns with the 2030 Agenda's pledge to "leave no one behind," strongly focusing on adolescent girls through gender-responsive and inclusive climate-resilient WASH programming. By leveraging disaggregated data, the programme will target children who experience the greatest barriers to WASH access in 45 rural schools, ensuring that those facing the most significant barriers—due to geography, socioeconomic status, or exposure to climate risks—are prioritized for support. This programme aims to uphold these principles by supporting equitable education, inclusion and gender equality.</p> <p>The programme will focus on identifying and addressing specific barriers to accessing WASH services, particularly for adolescent girls, who are disproportionately affected by inadequate facilities to manage their menstrual health. Through data-driven decision-making and community engagement, the JP will pinpoint exclusion factors and tailor interventions that meet the needs of children disproportionately affected by the lack of inclusive WASH services, including children with disabilities.</p> <p>In addition, SBC strategies and community mobilisation efforts will be implemented to challenge social norms that may hinder access to inclusive and quality WASH services. By placing adolescent girls at the centre of its programming, the JP ensures that climate-resilient solutions are both gender-responsive and equitable, driving sustainable, inclusive WASH access and improved learning environments.</p>
<b>Human rights-based approach:</b>	<p>The JP is fundamentally guided by human rights principles, particularly those of equality and non-discrimination, participation, and accountability. The initiative prioritizes the inclusion of marginalized groups, especially girls, children with disabilities, and students from rural areas who often face barriers to accessing safe, quality education and sanitation. This focus ensures that the rights of the most vulnerable are protected, reflecting the principle of non-discrimination central to human rights. By upgrading school WASH facilities with a gender-responsive and inclusive approach, the program tackles structural inequalities that disproportionately affect girls and marginalized students.</p> <p>In addition, the program's emphasis on gender-responsive infrastructure (e.g., menstrual hygiene management and safe, private sanitation facilities) promotes gender equality by addressing the specific needs of adolescent girls, reducing absenteeism, and ensuring equitable access to education.</p> <p>The programme will contribute to the implementation of UN Treaty Bodies recommendations, namely the UN Committee on the Right of the Child (CRC), the UN Committee on Economic, Social and Cultural Rights (CESCR), the UN Committee Elimination of Discrimination against Women (CEDAW), and the UN Convention on the Rights of Persons with Disabilities (UNPRPD).</p>

<b>Gender equality and women's empowerment:</b>	<p>Gender equality is effectively integrated into the programming through both infrastructure, policy and social components. The planned activities enable active and meaningful participation of both women and men, particularly focusing on the consistent empowerment of women and girls through enhanced access to safe facilities, decision-making roles, and educational support. This integrated approach ensures that the program not only provides tangible benefits to girls and women but also addresses broader gender disparities in education and community engagement. The three key gender domains tackled in the JP:</p> <p><b>Gender-Responsive Infrastructure Upgrades:</b></p> <p>The program emphasizes upgrading school facilities with a gender-responsive approach. It specifically focuses on building inclusive sanitation facilities for girls, which directly impacts their school attendance, especially during menstruation. These facilities ensure privacy and safety, which are crucial for increasing attendance and reducing dropout rates among adolescent girls. The menstrual hygiene management (MHM) aspect is prioritized, linking improved WASH infrastructure with gender-responsive educational outcomes.</p> <p><b>Community Engagement and Behavioural Change:</b></p> <p>The National WASH in Schools Guidelines integrates behavioural change initiatives that focus on gender-sensitive hygiene practices, particularly on menstrual health. This approach involves the community, teachers, and students in adopting and maintaining these behaviours. The program actively engages women and girls in decision-making by promoting participation through school-based and community mechanisms, ensuring that WASH interventions are informed by the needs of both genders.</p> <p><b>Capacity Building for Gender Mainstreaming:</b></p> <p>Capacity development is a key component. The program plans to build the capacity of national and local authorities/institutions and schools to implement gender-sensitive planning and budgeting, ensuring that facilities and services address the needs of both boys and girls.</p> <p>Gender and disability inclusion are embedded in governance through the introduction of the Gender Seal for Public Institutions, which aims to institutionalize gender equality in policies, services, and budgeting practices.</p> <p>Finally, the JP initiative aligns closely with the key functional areas highlighted in the Resource Guide for Gender Theme Groups (GTGs). Specifically, the program's emphasis on gender-responsive infrastructure and community engagement resonates with the GTG's role in promoting gender mainstreaming across all sectors, as outlined in the Resource Guide</p>
<b>Accountability:</b>	<p>UNDP and UNICEF ensure a wide range of tasks and responsibilities aligned with accountability standards of the UNSDCF principles. Effective and efficient coordination and synergy among Programme implementing agencies will be a key priority that helps avoid duplications, increase accountability and efficiency. Guiding principles include monitoring, quality assurance mechanisms, reporting on SDG based on research, and evidence based disaggregated data, enhanced transparency and participation through meaningful engagement of public administration, children and youth and local communities.</p> <p>The Programme will enable quality, accessible, timely and reliable data and evidence to draw upon towards strengthening accountability in relation to governance of school infrastructure. Furthermore, Programme will provide capacity building activities on performance based budgeting on national and local level fostering accountability in public administration.</p> <p>The engagement of local communities and schools will further enable necessary feedback needed to inform Government capacity to better govern educational infrastructure/schools. The programme will develop community outreach and activities to demonstrate the joint programme's benefit and increase engagement and participation from the local communities, schools, children, youth and parents.</p> <p>Access to adequate WASH services in schools are essential to enable children, particularly girls, achieve their full potential as articulated in article 24 of UN Convention on the Rights of the Child. Accelerating results in climate resilient WASH across sectors is part of the Sustainable Development Goals (SDGs)- targets 4.a, 6.1 and 6.2, along with national strategies and priorities. Additional focus on WASH is included in the Partnership Compact for Education reform 2023-2026.</p>
<b>Sustainability (environmental):</b>	<p>To ensure environmental sustainability, the project will integrate climate-resilient WASH infrastructure and energy-efficient solutions into the targeted schools. This approach includes</p>

	<p>updating building standards and implementing innovative sustainable materials and technologies such as solar-powered water pumps, energy-efficient heating systems, and rainwater harvesting. By aligning these interventions with international best practices and national guidelines, the project will not only provide immediate environmental benefits but will also set a precedent for future school infrastructure projects in Uzbekistan, enhancing long-term resilience to climate change.</p> <p>Additionally, the project emphasizes capacity building for local authorities and communities to govern and maintain these infrastructures sustainably. Training on performance-based budgeting, energy efficiency, and disaster risk reduction will be provided to ensure that the benefits extend beyond the project's duration. This institutional strengthening, combined with a robust monitoring and evaluation framework, will help safeguard the investments and ensure that schools are equipped to continue operating effectively in the face of environmental challenges such as water scarcity, extreme temperatures, and increased frequency of droughts.</p>
<b>Resilience:</b>	<p>The Climate-Resilient WASH Infrastructure component of the programme aligns directly with UNSDCF Outcome 5, which prioritizes sustainable, climate-resilient, and responsible development. The programme focuses on improving WASH infrastructure in schools, particularly in rural areas, ensuring these facilities are resilient to climate shocks, such as extreme weather events, floods, and droughts. By incorporating solar-powered systems, energy-efficient water pumps, and sewage infrastructure, the programme utilizes renewable resources, reducing long-term operational costs and ensuring reliable services during environmental crises.</p> <p>The Energy Efficiency and Heating Solutions aspect follows the UNSDCF Resilience Principle by integrating energy-efficient heating systems, including solar panels and passive heating designs. This approach reduces vulnerabilities and improves the sustainability of school infrastructure, ensuring that schools remain operational during extreme weather events. As a result, it enhances the resilience of educational services. Additionally, these energy-efficient solutions reduce reliance on fossil fuels and lower ongoing energy costs for schools, making the interventions both financially and environmentally sustainable.</p> <p>Lastly, the programme's community engagement and capacity building efforts align with the UNSDCF's Human Capital Development and Resilience Principles. By empowering schools, local communities, and governments to manage and maintain WASH and climate-resilient school infrastructure, the programme fosters a culture of resilience and ownership at the grassroots level. Engaging local stakeholders in the maintenance and decision-making processes ensures sustainable management and effective risk reduction, which strengthens institutional capacity to respond to future climate risks or infrastructure failures, thereby mitigating potential disaster risks.</p>
<b>Anti-corruption considerations:</b>	<p>According to international evidence and best practices there are three key interconnected components that enable education systems to perform in a transparent and corruption-free environment: first, availability of clear and transparent regulatory systems; second, strong management capacity with accountability standards, and third enhanced ownership and participatory processes in education practices. All these elements can help build a virtuous cycle to improve effectiveness and reduce both perceptions of corruption as well as potential cases of lack of transparency in the current education system.</p> <p>Ultimately the Joint Programme activities will have a direct contribution towards improving transparency and reducing corruption in education sector through anti-corruption capacity building and implementation of integrity system in school facility management, through direct service delivery and systems strengthening approach. Direct contribution to service delivery will be based on the reliance of UN regulations for supply based on zero tolerance for corruption, while systems strengthening approach will address the underlying components mentioned above (i.e. regulatory system, accountability, participatory approach)</p> <p>Anti-fraud and corruption measures have been integrated into the Joint Programme's Theory of Change and span across all result areas. These measures ensure transparency and accountability throughout the process, including:</p> <p><b>Policy Formulation:</b> Ensuring that policies are designed with transparency and anti-corruption safeguards.</p> <p><b>Procurement:</b> Introducing integrity pacts and independent monitors to ensure fairness in procurement and material quality.</p> <p><b>Distribution and Usage Protocols:</b> Establishing oversight mechanisms for distributing and properly using facilities, and consumables</p> <p><b>Community Engagement:</b> Engaging local communities to monitor and report issues through transparent feedback loops such as the "My Better School" portal.</p>

Value for Money	
<b>Cost efficiency and effectiveness</b>	<p>The programme is expected to identify and introduce the most cost-efficient solutions that meet international standards in relation to WASH and climate resilience energy at school level. These solutions will enable the Government of Uzbekistan to increase efficiency of its services while also reducing its carbon emission and environmental footprint. Innovative heating systems, energy efficiency and solar power solutions, and LED lighting conversion measures will not only reduce carbon emissions and environmental impacts but also generate substantial economic benefits. These measures are expected to significantly lower utility and operational costs for schools, enabling long-term savings in public expenditure. The reinvestment of these savings can further improve the quality of education and infrastructure maintenance. Budgeting reviews and capacity building activities will be conducted at regional level, within targeted regions, and at national level in relation to result-based education financing as linked to school construction and renovation requirements.</p> <p>Regarding the Community Development Plans UNDP will build on lessons learned from developing 113 CDPs, involving over 600 social infrastructure facilities across four pilot regions (Republic of Karakalpakstan, Khorezm, Bukhara, and Navoi) and in three additional regions (Samarkand, Kashkadarya, and Surkhandarya) as part of the Islamic Development Bank (IsDB) funded project maximising effectiveness and efficiency of intervention.</p> <p>The new governance mechanism, relying on community participation and oversight, to be introduced by the JP will further increase transparency and empower local communities to effectively monitor infrastructure work. This will minimize risks associated with loss or misuse of resources and ultimately increase the overall efficiency and effectiveness of available funds. The programme will involve regional stakeholders in identifying activities and outcomes, such as working with teachers and volunteers to reach direct beneficiaries.</p> <p>This strategy will reduce costs by leveraging existing paid teachers and volunteers within the government structures. The programme will collate evidence to show long-term and sustainable impact using a monitoring and evaluation plan to track indicators beyond the programme period. Specific changes, such as hand washing and involvement in climate action, will be measured to monitor the programme's efficiency, and learnings will be used in the formulation and delivery of future programmes. The skills of teachers will be enhanced to implement specific programme components as a critical measure of ensuring effectiveness and sustainability. Finally, the project is expected bring cost efficiency at the country level by applying a module of innovative energy and heating technologies, UNDP will pilot an energy audit in sample of schools to illustrate the cost efficiency gains and reductions in CO2 emissions.</p>
<b>Sustainability of results (financial):</b>	<p>Capacity building, policy integration and social behavioural change are key corner stones to ensure the JP results sustainability. The JP will ensure the sustainability of the investment, particularly by focusing on institutional strengthening for government bodies and local communities, especially in the education and local administration sectors. The aspect of institutional strengthening is addressed in the JP as follows:</p> <p><b>Capacity Building for Planning and Budgeting:</b> The project aims to enhance the capacities of the (MoPSE) and local administration to plan, budget, and maintain school facilities, emphasizing sustainable WASH practices and innovative energy solutions, by including performance metrics, PBB allows schools to forecast and prioritize maintenance needs, securing the necessary funding through regular government budgets after the project ends. Integration of Result Based Budgeting into public administration practice will secure financial sustainability by effective use of available public funds.</p> <p><b>Community Engagement:</b> using Community Development Plans (CDPs), the project fosters community engagement by establishing participatory mechanisms that involve schools and local communities in decision-making, problem identification, and resource management. This strengthens the community's ability to support local institutions to manage and sustain facility services beyond the project.</p> <p>The programme will support infrastructure upgrading and renovation under the Partnership Compact's first output and complement Asian Development Bank-led investments in the WASH sector through the Central Asia Regional Economic Cooperation, implemented by UNICEF in Uzbekistan. Building on UNICEF's work in strengthening climate-resilient WASH systems, national surveys, and the development of WASH in Schools Guidelines, the Joint Programme will enhance climate-resilient WASH in targeted regions. Drawing from successful interventions in the Republic of</p>

	<p>Karakalpakstan and lessons learned from the Multi-Partner Human Security Trust Fund, these experiences will inform and scale WASH in Schools programmes in rural areas and other regions across Uzbekistan.</p> <p>Additionally, the programme will work at the upstream level and strengthen the Government's governance in mainstreaming WASH and climate resilience within education sector. The expected results at school level will be accompanied by policy shifts with increased capacity in planning and monitoring effective WASH and climate resilience interventions with the development of new indicators and monitoring mechanisms both at regional and central levels. This will support sustainability of interventions and also ensure long-term impact at school and community levels.</p>
<b>Delivery as ONEUN</b>	<p>UN agencies will leverage their complementary strengths, positioning them uniquely to lead this Joint Programme effectively.</p> <p>UNDP: UNDP's comparative advantage lies in its expertise in local area development programmes, energy efficiency, and climate resilience. With a well-established presence across various regions in Uzbekistan through its field offices, UNDP provides the necessary infrastructure and network for effective implementation. UNDP also has a global experience in community engagement mechanisms, offering a platform for the rest of PUNOs to engage with local communities on cross-cutting issues such as WASH, gender equality, and governance.</p> <p>Furthermore, UNDP's experience in performance-based budgeting and institutional capacity building ensures that local administrations and schools can sustain the project's infrastructure and outcomes through effective financial management and accountability mechanisms fortifying the efforts of the PUNOs and ensuring the JP sustainability. UNDP has already supported anti-corruption initiatives in Europe and the Central Asia region and beyond. For example, in Montenegro UNDP has supported development of an online platform designed to report on corruption and other violations. "Be Responsible" application, provides an opportunity to the citizens to use their smartphones to geo-tag and report concrete incidents, such as, municipal property mismanagement, damage of infrastructure etc. There are also other examples including Fixmystreet.com, which enables geo-tagging incidents related to local municipality property. We will partner and consult with well-established and reputable transparent construction initiatives and methodologies, such as Infrastructure Transparency Initiative (CoST), Korea's Clean Construction System and OECD's Infrastructure Anti-Corruption Toolbox (I ACT).</p> <p>UNICEF: has a significant advantage in climate resilience and WASH in Schools (WinS). Globally, UNICEF has supported over 90 countries with technical assistance in WASH hygiene promotion and infrastructure, monitoring, and policy development, improving WinS standards and expanding knowledge on programme design and delivery. In Uzbekistan, UNICEF benefits from strong presence through offices in Tashkent and Termez and close collaboration with the Government of Uzbekistan, including line ministries and local governments. UNICEF's experience with climate-resilient WASH interventions in the Aral Sea region, supported by the Multi-Partner Human Security Trust Fund (MPHSTF), provides valuable lessons for scaling these efforts across the country. UNICEF also plays a key role in evidence-based policy development through WASH Knowledge, Attitudes, and Practices (KAP) surveys, and in developing the Climate Resilient WASH in Schools Standards and a Climate Resilient WASH SBC Strategy.</p>
<b>Programme Management Costs</b>	<p>The allocation of Programme Management costs adheres to the stipulated guidelines outlined in the Vision 2030 Operational Manual. These costs are maintained within the established threshold of <b>8%</b>. In addition, to ensure the successful implementation of the Joint Programme, various staff members will allocate specific percentages of their time and effort towards the programme. These individuals bring diverse expertise and play crucial roles in different aspects of the programme's implementation. The joint programme also incurs various operational costs necessary for its smooth functioning. These operational costs are essential for ensuring efficient coordination, implementation, and administration of the joint programme, allowing it to achieve its intended objectives effectively.</p>

<b>Monitoring, Evaluation and Learning</b>	<p>The Monitoring, Evaluation, and Learning (MEL) approach of the project is structured to ensure comprehensive tracking, assessment, and learning from the project's activities to maximize impact and support evidence-based decision-making. Joint Monitoring Visits will be a key component of this approach, enabling project stakeholders, including representatives from government ministries, UN agencies, and local partners, to jointly assess the progress and alignment of interventions against the planned outcomes. These visits will help identify early implementation challenges, document best practices, and ensure that the activities are on track to achieve set objectives. Furthermore, the project will conduct a Baseline Assessment at the start of the intervention to establish initial conditions, helping to shape the monitoring framework and providing a benchmark against which progress, and impact can be measured.</p> <p>At the project's conclusion, a Final Evaluation will be conducted to assess overall effectiveness, sustainability, and transformational impact, using data collected throughout the implementation. This will be complemented by Micro Assessments and Spot Checks, which will serve as additional oversight mechanisms to detect potential issues such as discrepancies in financial and procurement practices. Spot checks will be carried out randomly to maintain high levels of transparency and accountability, especially given the project's focus on corruption-prone sectors like infrastructure. Through these MEL activities, the project aims to create a learning environment that supports continuous improvement, ensures responsiveness to emerging risks, and promotes adaptive management to enhance the sustainability and scalability of interventions.</p>
<b>Risk Management (addressing key risks)</b>	<p>The project has identified a wide spectrum of risks (12 areas). Some of the key risks relate to corruption and the potential involvement of politically exposed individuals (PEIs). Given the complex landscape in Uzbekistan which the project operates, the presence of PEIs and associated corruption risks could undermine both the integrity and sustainability of outcomes. The project risk management approach aims to proactively identify these risks, enforce transparency, and ensure the highest standards of governance using <i>three lines of defence</i>:</p> <p><b>1- Preventing Conflicts of Interest and Promoting Transparency</b></p> <p>The involvement of politically exposed individuals could lead to conflicts of interest, non-transparent procurement processes, and biased decision-making, jeopardizing the project's overall effectiveness. To mitigate these risks, we will establish a comprehensive due diligence process that includes:</p> <ul style="list-style-type: none"> <li>▪ Adherence to UN Procurement Standards: All procurement will be conducted through the UN agencies' (UNICEF/UNDP) established systems, utilizing Regional &amp; HQ procurement committees and robust procedures that ensure impartiality and compliance. This will significantly reduce the possibility of undue influence by politically connected individuals.</li> <li>▪ Implementation of the UNDP Anti-Money Laundering and Countering the Financing of Terrorism Policy (AML/CFT Policy) for renovation works: this policy will be rigorously applied to scrutinize all third-party engagements, ensuring that any entities or individuals involved are free from red flags related to corruption, political exposure, or unethical behaviour.</li> <li>▪ Public Engagement and Social Listening: The project will engage Civil Society Organizations (CSOs), bloggers, and activists to create a social listening platform that monitors project implementation and identifies any potential conflicts of interest or irregularities. This approach leverages community oversight to ensure transparency and accountability.</li> <li>▪ <i>The second line of defence will focus on:</i></li> </ul> <p><b>2- Institutional Safeguards and Escalation Mechanisms</b></p> <p>The project will establish robust institutional safeguards to address corruption risks that could arise from political pressure or collusion among high-level actors:</p> <ul style="list-style-type: none"> <li>▪ Application of the HACT Framework: The Harmonized Approach to Cash Transfers (HACT) will be enforced for all financial transactions, incorporating risk-based assurance activities such as audits, spot checks, and capacity assessments to ensure compliance with financial and operational standards.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Regular Reporting and Escalation to Governance Committees: Any concerns related to undue political influence or corruption will be immediately escalated to the project's Management Committee and, if necessary, the highest levels of government, ensuring that corrective actions are taken promptly.</li> </ul> <p><i>The third line of defence will focus on:</i></p> <p><b>3- Building a Culture of Accountability</b></p> <p>The project's sustainability depends on creating a culture of integrity within national institutions and partners. This will be achieved through:</p> <ul style="list-style-type: none"> <li>▪ Raising Public Awareness of Whistleblowing Mechanisms: the project will promote and provide easy access to whistleblowing channels to encourage reporting of any suspected corruption or unethical behaviours related to project implementation.</li> <li>▪ Strengthening National Anti-Corruption Frameworks: In collaboration with government counterparts, the project will build the capacity of local institutions to detect, report, and act on corruption risks. Where national counterparts are not fully committed to these activities, concerns will be raised to the ISHONCH FUND Management Committee and relevant high-level governance structures of the Republic of Uzbekistan.</li> </ul>
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Partnerships and Stakeholder Engagement	
<b>Governance arrangements</b>	<p>The governance structure of the Joint Programme will be anchored to the Infrastructure Sub-Group of the Local Education Group, which will be activated to function as the Steering Committee. This committee will oversee the management of the programme, ensuring alignment with national priorities and delivering the results. Chaired by the MoPSE, the Steering Committee will be co-chaired by UNDP and UNICEF on a rotating basis, ensuring collaborative leadership. Members will include key ministries, international financial institutions (IFIs), development partners, the Civil Society Advisory Council (CSAC), and the Joint Programme Team. UNDP will provide secretariat support and technical advice to guide the programme's governance.</p> <p>The Steering Committee will play a pivotal role in maintaining policy coherence, ensuring programme effectiveness, and facilitating knowledge-sharing and further linkages with other Development Partners' interventions. It will be responsible for key decisions, including approving work plans, commissioning evaluations, and reviewing progress reports to monitor progress and course correct as needed.</p> <p>The Joint Programme Team—comprising UNICEF and UNDP—will manage day-to-day operations. Each agency will bring complementary strengths to ensure the programme's success.</p> <ul style="list-style-type: none"> <li>• UNICEF will lead on coordinating and implementing climate-resilient WASH interventions in schools, with a focus on community mobilisation, SBC and gender-responsive and inclusive services that meet the needs of children and adolescents.</li> <li>• UNDP will manage multi-sectoral coordination, support government partners in policy development, and ensure energy-efficient, sustainable, and inclusive practices are integrated into school infrastructure. UNDP will also oversee overall programme coordination, including reporting, resource mobilization, and technical assistance.</li> <li>• Together, the Steering Committee and the Joint Programme Team will ensure that all interventions are strategic, coordinated, and focused on creating sustainable, climate-resilient, and inclusive learning environments across the 45 targeted schools. This governance model will foster transparency, accountability, and collaboration among national and international partners, ensuring the success of the Joint Programme.</li> </ul>
<b>Other Partnerships</b>	<p>Under the Local Education Group, the JP will establish strategic partnerships with development partners and IFIs, such as the Asian Development Bank (ADB) and the World Bank, to align</p>

	<p>investments in WASH and climate resilience within schools. These collaborations will enhance resource allocation and integrate climate-resilient infrastructure into educational reforms.</p> <p>MoPSE is responsible for overseeing education service delivery. It will lead capacity-building efforts, mobilise teachers, and ensure the sustainability of programme outcomes beyond the implementation period. In addition, the Ministry of Economy and Finance will support sustainable financing, while the Ministry of Construction will implement climate-resilient building standards to ensure climate-resilient practices are embedded in school infrastructure. The Ministry of Health will ensure that health considerations, notably WASH and hygiene, are prioritised in schools.</p> <p>Non-Governmental Organizations will play a pivotal role in community mobilization, engaging the public to support the programme and promote community-based WASH initiatives.</p> <p>All implementing partners will be selected through an open process to ensure a broad range of expertise. Through these partnerships, PUNOs will leverage resources to address climate-resilient WASH challenges in schools, ensuring long-term impact.</p> <p>PUNOs will collaborate with global energy efficiency leaders to introduce international standards, reduce environmental impacts, and improve school environments. MopSE will integrate these efforts into national education policies, with civil society partners ensuring community participation and reinforcing sustainability.</p>
<b>Staffing arrangements</b>	<p>The staffing arrangements for project implementation include both UNICEF and UNDP playing key roles, with a particular emphasis to ensure smooth implementing of the project. The project structure contains the following key staff functions:</p> <p>The Programme Manager will play a critical role as the coordinator of the Joint Programme (JP), ensuring the smooth implementation of project activities. Based in Uzbekistan, this position will be responsible for coordinating with the Participating UN Organizations (PUNOs), facilitating collaboration, and ensuring the alignment of project goals across different agencies. The Programme Manager will also respond to the MPTF JP requirements, ensuring that reporting, monitoring, and compliance meet the standards set for multi-partner trust fund initiatives. Additionally, the role will encompass quality assurance, overseeing risk management, and troubleshooting issues as they arise, ensuring the project stays on track both in terms of timeline and budget.</p> <p>UNICEF Staffing: P-3 WASH Specialist, NOB WASH Officer, and NOB SBC Officer will play significant roles in executing specific sectoral activities related to WASH and Social Behaviour Change (SBC), all based locally in Uzbekistan to ensure effective on-the-ground implementation and coordination with government counterparts.</p> <p>UNDP Staffing: UNDP will recruit for several technical positions to support the Programme Manager in achieving project objectives. These include Technical Managers (NPSA-8), M&amp;E Specialist, part-time PR Specialist, and Community Mobilization Specialists, all of whom will be based in Uzbekistan. These roles are critical for maintaining a hands-on approach to project implementation, addressing technical needs, and engaging with local communities and institutions. Community Mobilization Specialists will play an important role in local engagement, ensuring community input and involvement in project activities.</p> <p>Participating UN agencies will provide in-kind contributions in the form of technical expertise and human resources. In particular, UNDP will have an in-kind contribution in the form of the engineer to support the project and the Regional Technical Advisor on Energy will provide technical advice as needed.</p>

Risk Framework for Projects/Programmes					
Category of Risk	Risks	Risk Level for programme	Implications for project/ programme	Implications for the Fund	Treatment
Contextual	Policies, principles and tools developed under the JP may not be fully internalised across relevant government ministries.	Probable likelihood x Significant impact = 16	Limited opportunity to institutionalize the project produced standards and practices at the national level. Additionally, the lack of internalization could lead to fragmented or inconsistent governance, impeding cross-sectoral collaboration between ministries that is essential for the success of the program.	Reputational risks for the fund transformational impact and sustainability	Escalate to highest political level and ensure continuous engagement and advocacy efforts will target high-level decision-makers within government.
Contextual	Delays in implementation due to weather conditions, supply chain disruptions, or technical challenges.	Probable likelihood x moderate impact = 12	This will lead to extending the project timeline, leading to increase costs might also lead to rushed work, and compromised quality. These delays may disrupt school activities, affecting students learning.	Prolonged delays could reduce local engagement, and ultimately affect the fund ability to deliver long-term, sustainable impacts, it will also lead reputational and confidence issues especially with the Government and other stakeholders of the fund.	Implementation of robust monitoring and quality control mechanisms to ensure adherence to timelines and standards. Furthermore, community engagement will be strengthened to maintain trust and ownership, ensuring that local stakeholders remain informed and involved throughout the implementation process.
Contextual	Insufficient allocation of government (including from International Financial Institution (IFI) resources) towards sustainable school infrastructure, including WASH and climate resilience.	Probable likelihood x significant impact = 16	This will undermine efforts to improve educational outcomes and community health, especially in rural and vulnerable areas, also limiting the opportunity to replicate the model renovation and principles produced by the project at the national level.	It will limit the overall transformational impact of the fund.	Advocacy and stakeholder engagement will be intensified to secure commitments from government bodies and IFIs, highlighting the long-term benefits of investing in sustainable school services.
Programmatic	Disruptions to learning caused by construction activities, noise, or temporary closures.	Very probable likelihood x negligible impact = 5	Reducing students' access to educational facilities potentially lowering academic performance diminishing community support for the project, as parents and teachers may become frustrated with the temporary setbacks.	Prolonged disruptions may lead to lack of confidence in the UN as trusted partner to implement the V2030	Phased construction schedules, consultations with the MOPSE to provide temporary learning space, also ensuring continuous communication with communities and stakeholders.
Programmatic	Quality control and corruption risks, particularly in procurement and construction processes, which could compromise materials and work quality.	Probable likelihood x significant impact = 16	Financial losses, implementation delays, reputational damage	Reputational damage to the fund in case of misuse and misappropriation of the infrastructure and equipment, undermining stakeholder and public trust. It will cause loss of resources, failing to achieve program objectives. Further, it may disincentivize future funding and donor contributions if funds are perceived as mismanaged, which contradicts funding objectives of responsible governance and accountability.	In addition to established financial oversight mechanisms, PUNOs will oversee the delivery and installation of devices, as well as undertake training on the safe usage and maintenance of provided services and equipment.  To avoid any possible misuse of established infrastructure PUNOs and MOPSE will work together to clarify protocols and safety standards, and ensure strict application and compliance against established rules to prevent any misuse or theft. MOPSE and Government Partners are accountable of prosecution of any illegal act of appropriation.

					<p>In case of any irregularities observed, the PUNOs will directly inform the Management Committee.</p> <p>Raise public awareness about whistleblowing mechanisms related to the project.</p>
Programmatic	Lack of ownership by communities and schools, potentially affecting implementation and maintenance.	Possible likelihood x moderate impact = 9	Impact on the long-term sustainability and the effectiveness of implementation and maintenance, higher risk of inadequate care and maintenances of the renovated facilities. Lack of community engagement would also impact all components related to SBC	Ultimately, the lack of ownership could result in wasted resources for the fund and the inability to show stakeholders a lasting benefit for the target Uzbekistan.	involving local leaders, parents, and school administrations in decision-making processes to foster a sense of responsibility and investment in the project, to enforce ownership sense.
Programmatic	Budget overruns due to unforeseen costs related to materials, labour, or scope changes.	Probable likelihood x Significant impact = 16	Reduced scope, delays, or even the halting of certain activities.	Undermine confidence in the project's and fund's financial management leading to reputational risks	Rigorous cost monitoring and financial management for the project. Very detailed assessments and costings for the schools to ensure the best estimations are made.
Programmatic	Government pressure for rapid implementation of infrastructure and procurement components before thorough assessments are completed, potentially compromising quality and sustainability.	Very Probable likelihood x significant impact = 20	Government pressure for rapid implementation of infrastructure and procurement components before thorough assessments are completed could lead to compromised quality, misalignment with actual needs, and reduced sustainability of the interventions. This could result in infrastructure that is not fit for purpose, higher long-term costs for maintenance or rework, and missed opportunities to integrate evidence-based solutions, ultimately undermining the programme's goals and impact.	Government pressure for rapid implementation without thorough assessments could lead to misallocation of resources, resulting in infrastructure projects that fail to meet the high standards expected under the fund. This would undermine the Fund's credibility and long-term goals of promoting sustainable, high-impact interventions. Additionally, premature implementation may compromise the Fund's return on investment, as poorly executed projects may require costly repairs or modifications later. This could also reduce confidence among the people of Uzbekistan, and partners, potentially jeopardising future funding opportunities.	PUNOs will establish guidelines that emphasise completing thorough assessments before proceeding with infrastructure and procurement components. Strengthening communication with government counterparts will be key, ensuring alignment on the need for evidence-based planning to guarantee quality and sustainability. Engaging key stakeholders, including relevant ministries and technical experts, in decision-making processes will help build consensus on the value of comprehensive assessments. PUNOs will establish safeguard mechanisms, such as Steering Committee approvals, before moving forward with procurement and infrastructure.
Institutional	Limited coordination between the Ministry of Economy and Finance and MoPSE may result in ad-hoc data requests to PUNOs, affecting the smooth flow of information.	Probable likelihood x moderate impact = 12	Limited coordination between the Ministry of Economy and Finance and MoPSE could lead to ad-hoc data requests to PUNOs, disrupting the smooth flow of information and creating inefficiencies in the programme's implementation. This could divert PUNOs' focus away from key activities, delay decision-making processes, and result in inconsistent reporting, ultimately impacting the programme's ability to stay on track and achieve its objectives within the planned timelines.	Limited coordination within the Government could strain PUNOs' resources and divert attention from programme implementation. This could result in delayed outcomes, inefficiencies, and difficulties demonstrating timely progress, which may ultimately undermine the Fund's credibility.	MOEF should establish a formalized communication and data-sharing protocol between the ministries, ensuring all data requests are channelled through a coordinated, agreed-upon process among themselves.

Contextual	Government does not allocate sufficient domestic funding towards procurement of hygiene materials, the maintenance of the procured equipment and infrastructure	Probable likelihood x moderate impact = 12	Despite the national Government's commitment to fund hygiene material procurement and maintenance of the equipment and infrastructure, there might be limited funding allocations and commitments at the school level.	Equipment will not be maintained appropriately, and hygiene materials will be unavailable, reducing the impact of the intervention and their sustainability.	To ensure the success of the programme, the PUNOs will ensure that Government's commitment towards the procurement of hygiene materials and maintenance of the procured equipment is minuted in the Management Committee's approval and advocate for its inclusion in protocols and Cabinet of Ministers resolutions.
Contextual	Politically exposed individuals involved in the project implementation	Possible likelihood x catastrophic impact = 15	The involvement of politically exposed individuals in the project implementation could lead to potential conflicts of interest, lack of transparency, and compromised decision-making.	The Joint Programme's integrity and credibility will be undermined.	<p>To address the risk of politically exposed individuals' involvement in the project implementation, the following measures will be implemented:</p> <ul style="list-style-type: none"> <li>-Procurement of equipment through the PUNO Supply Divisions and procedures: Equipment procurement will follow a transparent and accountable process facilitated by the PUNO Supply Divisions.</li> <li>-Checks and balances through the UNICEF/UNDP HACT framework</li> <li>-Collaboration with CSOs, bloggers, and activists through social listening to identify potential conflicts of interest and ensure transparency.</li> <li>- UNDP will apply its Anti-Money Laundering and Countering the Financing of Terrorism Policy (<a href="#">AML/CFT Policy</a>) along with a detailed due diligence process for any third-party engagements in the project, this provides a comprehensive approach to identifying, addressing and managing AML/CFT risks the project. In addition: PUNOs will abide by available conflict of interest and financial disclosure policies. If an undisclosed conflict of interest or possible undisclosed conflict of interest does arise, PUNOs will take all measure to disclose potential conflict of interest and ensure it is addressed and resolved in line with the Operational Manual. Active seeking of guidance from the Management Committee in cases where doubts exist if a person would be considered a PEP.</li> <li>In accordance with existing regulations, the project will not engage in any paid consulting activities for persons</li> </ul>

					holding an official position. PUNOs will be in continuous contact with the Fund Secretariat to identify and mitigate risks. When contracting third parties, PUNOs will take into account guidance from the Secretariat regarding Fund specific reputational risks and procurement principles. PUNOs will require their suppliers to follow the same principles and declare that their sub-contractors do the same.
Contextual	Lack of commitment of national counterparts to cooperate in implementation of anti-corruption activities.	Probable likelihood x moderate impact = 12	Institutions and systems may not be created, and the relevant data will not be disclosed without cooperation of national counterparts, leading to failure in establishing strong anti-corruption and anti-fraud mechanisms.	The Program outcome will not be achieved, challenging the achievement of the SDGs or the 2030 Agenda.	The PUNOs will raise concerns to the ISHONCH FUND Management Committee, and the highest level of Governance of the Republic of Uzbekistan to overcome the bureaucratic obstacles.

Results Framework is attached as an Annex.

SDG Targets and Indicators			
<b>Sustainable Development Goals (SDGs) [select max 3 goals]</b>			
<input type="checkbox"/>	SDG 1 (No poverty)	<input type="checkbox"/>	SDG 9 (Industry, Innovation and Infrastructure)
<input type="checkbox"/>	SDG 2 (Zero hunger)	<input type="checkbox"/>	SDG 10 (Reduced Inequalities)
<input type="checkbox"/>	SDG 3 (Good health & well-being)	<input type="checkbox"/>	SDG 11 (Sustainable Cities & Communities)
X	SDG 4 (Quality education)	<input type="checkbox"/>	SDG 12 (Responsible Consumption & Production)
<input type="checkbox"/>	SDG 5 (Gender equality)	<input type="checkbox"/>	SDG 13 (Climate action)
X	SDG 6 (Clean water and sanitation)	<input type="checkbox"/>	SDG 14 (Life below water)
X	SDG 7 (Sustainable energy)	<input type="checkbox"/>	SDG 15 (Life on land)
<input type="checkbox"/>	SDG 8 (Decent work & Economic Growth)	<input type="checkbox"/>	SDG 16 (Peace, justice & strong institutions)
<input type="checkbox"/>	SDG 17 (Partnerships for the Goals)		
<b>Relevant SDG Targets and Indicators (See Annex 9 for full list)</b>			
<b>[Depending on the selected SDG please indicate the relevant target and indicators. Options will be provided]</b>			
Target	Indicator # and Description	Estimated % Budget allocated	

#### UNDG BUDGET FORMAT USED FOR TRUST FUND REPORTING

#	CATEGORY	Lead/convening agency (UNDP)	UNICEF	Total
1	Staff and other personnel costs	\$640,000.00	\$896,691.00	\$1,536,691.00
2	Supplies, Commodities, Materials	\$0.00	\$419,870.00	\$419,870.00
3	Equipment, Vehicles and Furniture including Depreciation	\$55,000.00	\$0.00	\$55,000.00
4	Contractual Services	\$13,230,394.55	\$1,595,342.00	\$14,825,736.55
5	Travel	\$45,000.00	\$50,000.00	\$95,000.00
6	Transfers and Grants to Counterparts	\$0.00	\$1,662,100.00	\$1,662,100.00
7	General Operating and Other Direct Costs	\$65,447.00	\$31,744.33	\$97,191.33
	<b>Total Programme Costs</b>	<b>\$14,035,841.55</b>	<b>\$4,655,747.33</b>	<b>\$18,691,588.88</b>
8	Indirect Support Costs (7%)	\$982,508.91	\$325,902.31	\$1,308,411.22
	<b>TOTAL Pass-Through Amount Approved</b>	<b>\$15,018,350</b>	<b>\$4,981,650</b>	<b>\$20,000,000.00</b>