



# FIRST OPEN CALL FOR PROPOSALS FOR THE INTEGRATED EDUCATION FUND

Open to:	Public schools, kindergartens, teacher training/pedagogical faculties and municipalities.
Funding opportunity:	Up to 7000 EUR per application/call <sup>1</sup>
Implementation period:	June 2023 - May 2024
Submission deadline:	April 30, 2023

## Guidelines for Grant Applicants

### Building New Bridges

The Building New Bridges (BNB) project builds on the 2014-2021 Building Bridges Fund (BB) which introduced a model for integrated education in North Macedonia by supporting schools, municipalities and civil society organizations (CSOs) to pair children of different backgrounds and languages through joint curricular activities.

This new project further aims at building inclusive societies that cherish and take pride in cultural pluralism and respect for tolerance, dialogue and co-operation, in a climate of mutual trust and understanding as the best guarantees of social peace and security.

The BNB is currently supported by the Kingdom of Norway, the Republic of Poland and the Grand Duchy of Luxembourg.

### Objectives of the Integrated Education Fund (IEF)

The **overall objective of the Integrated Education Fund** is to strengthen interethnic relations and social cohesion within school environments through increased integrated education practices and inter-cultural exchanges. The Fund aims at increasing inter-ethnic interaction, understanding and integration among children and youth by motivating and financially supporting multilingual schools (primary and secondary), kindergartens and/or paired monolingual schools/kindergartens, with different languages of instruction, as well as pedagogical institutes to implement joint curricular and extra-curricular activities.

The **specific objectives of the IEF** are:

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<sup>1</sup> In case of a municipality applying for the grant on behalf of a consortium of schools (more than two) the allotted funds could be increased.

1. To strengthen inter-ethnic relations among children and youth of different language and cultural backgrounds through joint curricular and extra-curricular activities;
2. To encourage activities that provide space for inter-ethnic engagement in line with school curricula and ministerial guidelines;
3. To support sustainable initiatives that could be easily repeated in the future.
4. To instil mutual respect and overcome ethnic stereotypes and prejudices;
5. To develop a sense of community and belonging through universal values;

Under the 1<sup>st</sup> call for proposals, the Building New Bridges Fund provides grants up to 7000 Euro for eligible schools, teacher training faculties and municipalities, and up to 3500 Euro for kindergartens for project proposals implemented between June 2023 and May 2024.

## The Application Package

The Application package can be downloaded through the site of the Ministry of Education and Science [HYPERLINK] in Macedonian, Albanian and English languages. Applications must be submitted in English. A version in Macedonian and/or Albanian can be provided in addition to the English one. The deadline for the Call is **April 30, 2023**.

Applications can be submitted directly to: [BNB.mk@osce.org](mailto:BNB.mk@osce.org)

Tutorial support: The Building New Bridges project team provides technical support to all applicants in the form of tutorials during the submission period. Please submit your request for technical support by writing to the above address. Your email subject line should be "BNB application tutorial support needed." The email should state the type of support that is required.

Evaluation Procedure: Applications are firstly reviewed by the Executive Office of the BNB Fund to determine their eligibility. An independent Advisory Board will ultimately make awarding decisions.

For any questions regarding the open call you can contact our team:

If you find it difficult to fill in the pdf form you can request the application form in a word document file via email.

Emilija Simonovska | Tel: 070 358083

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Email: [bnb.mk@osce.org](mailto:bnb.mk@osce.org)

# Eligibility Criteria

## 1. Eligibility of the Applicant and its Partners

In order to be eligible for a grant, **the applicant must be a public kindergarten, a school, a teacher training/pedagogical faculty or a municipality.**<sup>2</sup> If the applicant is a kindergarten or a school with more than one language of instruction, then the applicant can apply as a single applicant, but must involve students from at least two languages of instruction among those in use in the school. If the applicant school/kindergarten is mono-lingual at least one partner school with different language/s of instruction should be included in the application. If the applicant is a teacher training faculty, the same rule applies – the application has to include schools and/or kindergartens with at least two different languages of instruction and/or a partner teacher training faculty with at least one different language of instruction.

If funded, at the beginning of project activities each grant recipient school/kindergarten/teacher training faculty is requested to carry out a baseline survey to measure the initial degree of social cohesion among participating boys and girls. Specifically, the survey is intended to measure perceptions of belonging, inclusion, tolerance and participation as important domains of social cohesion. The survey will be developed by the BNB Unit and carried out by grant recipients. Participants will be assured of confidentiality of the information provided in the survey. All data will be securely stored and maintained within the Mission's server. The findings of the baseline survey will feed into the project's final self-evaluation report.

## 2. Eligibility of Project Activities

### 2.1 Curricular Activities: Schools and Teacher Training/Pedagogical Faculties.

Joint curricular classes are mandatory for schools and teacher training faculties under the Integrated Education Fund.

Schools and teacher training/pedagogical faculties that apply under this Call must fill out sections I, II, III, IV and VI, VII, VIII and IX of the application. Please note that although section V (extra-curricular activities) is optional for schools and teacher training faculties, it is strongly advised to include some complementary extra-curricular activities as part of the application.

The Integrated Education Fund has a strong focus on joint curricular activities among children of different language of instruction and ethnic backgrounds in line with the "Guidelines on how to conduct joint curricular activities" developed by the Ministry of Education and Science.<sup>3</sup> The implementation of joint curricular classes (e.g., Physical Education, English, Science, or any other elective subject that support emotional and social development) should aim at guarantying continuity and frequency of contact among the same group of pupils/students across two semesters on a weekly/bi-weekly basis.

A flexible use of languages should be ensured throughout the implementation of joint curricular classes (and extra-curricular activities). In line with ministerial guidelines, during the realization of joint classes, teachers are encouraged to speak in their mother-tongue without recurring to simultaneous interpretation but paraphrase instead relevant information so that students will have an opportunity to follow lessons in different languages and be exposed to the language of the Other.

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<sup>2</sup> Public-private entities are also encouraged to apply for the IE grant.

<sup>3</sup> [https://mon.gov.mk/stored/document/Upatstvo%20za%20realizacija%20na%20zaednicki%20nastavni%20casovi\\_MKD\\_digitalna%20verzija.pdf](https://mon.gov.mk/stored/document/Upatstvo%20za%20realizacija%20na%20zaednicki%20nastavni%20casovi_MKD_digitalna%20verzija.pdf)

For this Call, participating students in the primary school must be between the 1<sup>st</sup> and 7<sup>th</sup> grade at the time of the application and in the 1<sup>st</sup> or 2<sup>nd</sup> year of study for secondary school/faculty students. With regard to vocational schools, students should be in their 1<sup>st</sup> grade at the time of the application.

## 2.2 Extra-Curricular Activities: Kindergartens (mandatory); schools/teacher training faculties and municipalities (optional)

Kindergartens that apply under this Call must only fill out sections I, II, III and V, VI, VII, VIII and IX of the application. Schools and teacher training faculties are strongly recommended to complement planned joint curricular activities with a number of extra-curricular activities. Extra-curricular activities must be clearly justified in the way they support joint curricular classes. Extra-curricular activities can include debating clubs and competitions, the preparation of a joint school newsletter, artistic performances.

Please note that extra-curricular activities involving parents of selected pupils/students will receive particular attention.

Extra-curricular activities can also be organized directly by an applying municipality to promote the project and participating schools without reference to a specific curricular subject.

Project proposals must also ensure that teachers of different language and backgrounds are involved in the co-creation of joint curricular and extra-curricular activities that are “truly” mixed with:

- ✓ An equal representation of children from different languages of instruction engaged cooperatively towards a common objective during joint curricular activities;
- ✓ **An equal participation of boys and girls**, as well as those with **special needs** and **active parents/guardians**;
- ✓ **The exclusion of any political discourse during curricular and extra-curricular activities.**

## 3. Budget

The **Building New Bridges Fund does not disburse money** but purchases the needed materials and/or services for the implementation of activities per OSCE Mission to Skopje’s rules and procedures. The applicant must provide an estimate of the foreseen costs after which the Executive Office ultimately decides on eligible purchases. Grant requests may involve teacher/staff's fees for any activities carried out **after** regular school hours,<sup>4</sup> transportation costs, as well as material investments that are necessary for the implementation of the proposed activities: For instance, project proposals could include the refurbishment (e.g., flooring, lighting, round school tables etc.) of a (large) classroom dedicated to host joint curricular activities and equipment/instructional materials to serve all participating children.

The Project is a co-funded activity, relying on the applicant’s co-financing of cost, such as costs for office premises, utilities, in-house expertise, etc. The extent of the co-financing that the applicant will be able to provide will be one of the criteria based on which the Project will evaluate and award applicant/s.

## 4. Student Representative and Consultations with Students

With regard to extra-curricular activities project proposals involving student representatives from selected cohorts must be directly involved not only in the process of identifying but in designing activities and playing an active role in

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<sup>4</sup> The Board appreciates applications in which teachers and staff are willing to work at least some additional hours on a pro-bono basis.

their implementation. Their input for the Narrative Report should be provided upon project completion. The purpose of this requirement is to ensure that proposals include activities that students themselves see as most feasible and interesting, ultimately supporting the development of a culture of open flow of ideas between teachers and students. If a project proposal involves more than one school with regard to extra-curricular activities, there must be at least one Student Representative from each one.

Inclusion of a Student Representative is not a requirement for proposals from kindergartens or primary schools when the project will involve students from the 7<sup>th</sup> grade or below. Where possible, such applicants should consult with students while designing the project. The decision on what type of consultation activities will work best in a particular case is left to the applicant and partner schools, keeping in mind the specific circumstances (such as the age of children/students who will participate in the project). For all the students, below 18 year old, involved in the project activities, the school should obtain parents approvals.

## **5. Notification of Decision**

Applicants will be informed via e-mail of the decision of the BNB Fund's Advisory Board regarding their application. If the application is conditionally approved, the applicants will receive the comments and recommendations of the Board on how to revise the application. If the application is rejected, the applicant will receive the justification for the negative decision.

Applications that are most consistent with the objectives laid out in these Guidelines, have the highest quality, expected impact, sustainability and cost-effectiveness will have the highest chance to be awarded. The Executive Office of the BNB Fund will provide much-needed capacity building support to teachers, administrators and students in the form of webinars and tutorials on project management and the practice of integrated education.

## **6. Advisory Board of the BNB Fund**

The Advisory Board of the BNB Fund is the key body that evaluates applications and it is the decision-making body of the entire BNB funding scheme whose task is to evaluate project proposals and make award decisions. It is envisaged that the Board be comprised of the OSCE Mission to Skopje's Deputy Head of Mission, the BNB Project Manager (Head of the Human Dimension Department), the Senior Gender Officer/GFP (or the Deputy Gender Focal Point, or another representative from the Gender Unit), the National Program Officer responsible for the education portfolio, the Senior Democratization Officer and one representative from the Monitoring Unit.

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# BUILDING BRIDGES FUND APPLICATION

## APPLICATION FORM

<b>Project title</b>			
<b>Applicant</b>			
<b>Partners</b>			
<b>Section I.D</b>			
<b>I. Profile of the Applicant<sup>5</sup></b>			
Address of school			
Director of school, phone number and e-mail		Project manager, mobile phone no. and e-mail	
Kindergarten, primary, secondary or pedagogical faculty. Number of shifts?		Are the shifts mixed? Student Representative(s )	
Language/s of instruction			
Existing and/or previous joint activities with partner/s, if any			
<b>II Profile of the Partner/s</b>			
<i>[If you have more partners than use the space bellow. If you have no partners, please disregard this section.]</i>			
Name, address and municipality - partner 1		Language/s of instruction	
Kindergarten, primary, secondary or pedagogical faculty? Number of shifts?		Are the shifts mixed?	
Contact person partner 1		Student Representative(s ) from partner 1	
		<b>Total amount of requested funds</b>	

<sup>5</sup> If the applicant is a municipality instead of providing the name of the Director please provide the name and contact of the responsible official. As the lead applicant on behalf of a consortium of schools, a municipality will have overall responsibility in the coordination/management of all joint activities implemented by the schools.

### III.a Past Experiences

Please provide a very short summary, preferably in bullet points, of any previous activities in the area of integrated/intercultural education carried out by your school and partner(s) (if any).

### III.b Project Background

[Please be specific when addressing needs, issues and target groups]

Briefly describe the current social and inter-ethnic environment/situation in your school/kindergarten/pedagogical faculty. Is there a history of inter-ethnic violence in your school and/or partner school(s)? Are you seeking to address problems of inter-ethnic violence, hate speech, ethnic bullying and/or discrimination throughout this project?

### III.c Who is Involved?

[Please, provide details regarding the students that will be directly included in project implementation. If you have more partners/involved teachers than lines below, insert additional rows. If you have no partners, delete the lines you do not need.]

Data under these four columns is for directly involved students only

Name of applicant and partner/s	Total number of students	Number of students	School grade of students	Gender representation	Representation of languages of instruction

Name of teachers and other staff directly involved in activities	Subject area	Position and name of Educational institution	Mobile phone number	E-mail	Language of instruction

### IV. Joint Curricular Classes: Schools and Teacher Training Faculties.

Note: Your proposed curricular activities should be in line with the [Guidelines on how to conduct joint classes](#).

How often do you plan to carry out joint activities in the selected subject area(s) (e.g., Weekly, bi-weekly, monthly)	
What is the total duration of your planned joint activities?	
Please provide the name of the school(s) in which the joint class(es) will take place.	
Which grade are you targeting (ex. English 1st grade, Maths 3rd grade etc.)	
Please briefly describe the learning environment in which joint curricular classes will take place. How will you ensure that learning environments are free from physical and psychosocial harm for learners and teachers?	
(For paired monolingual schools) Please briefly describe the quality of access to drinking water, sanitation and hygiene (WASH) services in your school and partner.	
(For paired monolingual schools) Please briefly describe any transportation safety issues in and around partnering schools. Are access routes from one school to the other and vice versa safe and secure? What challenges do you foresee in relocating	



learners from one school to another for the purpose of joint curricular classes?	
Please provide a short description of selected teachers' past experience in the area of integrated/intercultural education: Have selected teachers received prior training on how to conduct joint curricular classes and/or any other type of intercultural training. Have they conducted joint curricular classes in the past?	
If teachers have not received any prior training, what type of training would they require?	
Do selected teachers speak a local language other than their own?	
In what languages will selected joint curricular classes be provided?	
Please briefly describe the pedagogical approach to learning for joint curricular classes (e.g., constructivism/social constructivism, traditional/behaviorism). If you are planning to adopt a constructivist approach to learning, please briefly describe the type of any collaborative/group work activities you intend to utilize (e.g., role playing, quizzes, debates, etc.)	
What type of teaching materials (if any) do you plan to use for selected joint classes? For example, Maths: Math artifacts, flashcards, visual aids, clay etc.	
Please name the title of the textbooks that you will be using as part of joint classes.	
Do you plan to use any other additional printed material apart from the textbooks? Please provide a description. How would you ensure that additional teaching materials are inclusive and free from ethnic and gender bias? In which languages will additional teaching materials be provided?	
Do you plan to incorporate classroom activities that develop social and emotional learning (SEL) and/or tackle potential psychological and emotional distress (PSS) and/or include topics related to environmental education / conflict prevention? Please briefly describe.	

## V. Extra-Curricular Activities: Kindergartens (mandatory); schools/teacher training faculties and municipalities (optional)

Kindergartens that apply under this Call must fill out this section only and not section IV. Extra-curricular activities implemented by kindergartens should demonstrate continuity and frequency of contact (weekly/by-weekly) among selected pupils across the calendar year (Sept to May).

As for schools and teacher training faculties, the purpose of these activities is to provide additional space for students engaged in joint curricular classes to foster civic engagement and promote inter-ethnic collaboration. These type of activities should involve the broader community such as pupils' parents (or guardians), community members and/or civil society organizations. Extra-curricular activities should show a close connection to the joint curricular classes: For example, if Science is selected as a subject area for joint curricular classes, extra-curricular activities could include the organization of a Science Hackathon or Olympiad in which the broader community is involved. Be creative and involve students in the planning of these activities.

Please note that one extra-curricular activities must include parents.

Extra-curricular activities must also show:

- ✓ An equal representation of children from different languages of instruction engaged cooperatively towards a common objective during joint curricular activities;
- ✓ An equal participation of boys and girls, as well as those with special needs;
- ✓ The exclusion of any political discourse.

Extra-curricular activities can also be organized directly by an applying municipality to promote the project and participating schools without reference to a specific curricular subject.

### V-a Activity Plan

[If you have more activities than space below, insert more spaces. If you have fewer, delete the space you do not need.]

Please provide a detailed description of the activity you are proposing to implement. Try to answer to the 6 key questions. Please, quantify data and state concrete indicators to be achieved:

- (i) What are you planning to do?
- (ii) Who is involved? How will you ensure that your activity promote quality of interaction among participants and foster cultural integration?
- (iii) When are you planning to do it?
- (iv) Where will it happen?
- (v) How are you planning to do it?
- (vi) Are you planning to incorporate actions that develop social and emotional learning (SEL) and/or tackle potential psychological and emotional distress (PSS) and/or include topics related to environmental education, conflict prevention and/or challenge traditional gender schemes and dynamics? Please briefly describe.

<b>[Schools/teacher training faculties/municipalities: Please provide a description on how the Student Representative(s) will be included in implementation of the activity, as well as in their follow-up.]</b>													
[Total number of students to be directly included in activity; provide data by gender and languages of instruction]				[Name and title of person responsible for activity implementation]				[Names of teachers and/or other staff directly involved in activity implementation]					
<b>Detailed description of Activity 2</b>													
Etc.													
<b>V-b. Who is Involved? (schools/teacher training faculties: Only fill out this section if different from curricular activities)</b>													
[Please, provide details regarding the students that will be directly included in project implementation. If you have more partners/involved teachers than lines below, insert additional rows. If you have no partners, delete the lines you do not need.]													
				Data under these four columns is for directly involved students only									
Name of applicant and partner/s		Total number of students		Number of students		School grade of students		Gender representation		Representation of languages of instruction			
Name of teachers and other staff directly involved in activities		Type of activity		Position and name of Educational institution		Mobile phone number		E-mail					
<b>VI. Time frame</b>													
[Just place an "X" in the field with the month when you plan to implement the activity.] [The months are numerated as your proposal foresees implementation of activities. Please, change the number 1 to the corresponding month (ex. Mar, Sep, Nov...) when the activities will start and leave the other numbers.] [If you have more activities than space below, insert more spaces. If you have fewer, delete the lines you do not need.]													
Month													
Activity	Jun 2023 (M1)	Jul 2023 (M2)	Aug 2023 (M3)	Sep 2023 (M4)	Oct 2023 (M5)	Nov 2023 (M6)	Dec 2023 (M7)	Jan 2024 (M8)	Feb 2024 (M9)	Mar 2024 (M10)	Apr 2024 (M11)	May 2024 (M12)	Location of implementation of activity
<b>VII. Sustainability</b>													
[What after successful completion of project activities? How will you and your partners build upon achieved results? How will this project influence furthering of inter-ethnic integration and such activities beyond project implementation? How will the provided donations be utilized in order to strengthen inter-ethnic integration?] [State clearly how you will provide follow up on implemented activities, as well as how you will evaluate them.]													

Financial sustainability: How will future integrated activities be financed and/or built on the results of this project once the BNB funding ends?

Institutional sustainability: What kind of structures/mechanisms for communication and co-operation built as a result of the fund will be at your disposal to further the outcomes achieved once the grant has expired? How will these mechanisms be used to plan and implement future joint activities?

Social sustainability: How will the established connections between the children and /or youth be nurtured and furthered in the future? What will be the role of the project beneficiary institution/organization in that nurturing? What kind of activities do you foresee implementing in the future to further these connections? Will social media platforms be utilized for future communication?

Synergy with other activities: Do you plan to co-finance or merge this activity with any other project/program activities of your school?

#### **VIII. Visibility**

Please describe how you are going to ensure the visibility of your project activities (e.g. posts on your school's website, dedicated Facebook page, etc.). Also specify the language(s) that you will be using to ensure the visibility of your project's activities.

#### **IX. What do you need?**

[Let us know what you need. Think of all the items you will need for successful implementation of activities. Think of equipment, purchases, services, fees, provisions, transportation etc. Be detailed and realistic. Do not leave anything out, because if the item is not in the requested budget we cannot provide additional funds for it.]

[If you have more budget lines than lines below, insert more rows. If you have fewer, delete the lines you do not need. Feel free to insert rows for sub-items under any item (ex. 3.1. Drawing activity; 3.1.3. Crayons)]

Item	Unit	No. of units	Cost per item	Total cost
1.Human Resources				
Subtotal Human Resources				
2. Transportation				
Subtotal Transportation				
3. Activities <sup>7</sup>				
Subtotal Activities				
4. Equipment				
Subtotal Equipment				
5. Other				
Subtotal Other				
TOTAL MKD				

<sup>6</sup> In case you are requesting fees for teachers/staff, please be aware that **only hours outside of regular work hours are eligible for support within this budget**. The unit requested can be represented per hours or per days (ex. if per day, the no. of units is 0.25 (for a quarter day of work, equivalent to 2 hours), while the cost per item is 500 MKD)

<sup>7</sup> Please, first list (if any) the curricular activities in the same order as in IV. Curricular then the extra-curricular activities in the same order as in V. Extra-curricular activities. Add more lines to include any/all items you need. The materials needed for implementation of each activity should be stated under it (ex. for implementation of Activity 1 under V. Visit to Macedonian Opera and Ballet, you should include transportation costs under section 2 while the other costs such as admission tickets, refreshments, snacks etc. should be stated as 3.1.1., 3.1.2., 3.1.3...).