

**UN COVID-19 Response and Recovery Fund**  
**MPTF OFFICE GENERIC ANNUAL PROGRAMME<sup>1</sup> NARRATIVE PROGRESS REPORT**  
**REPORTING PERIOD: 1 DECEMBER 2020 – 31 DECEMBER 2021**

<p align="center"><b>Programme Title &amp; Project Number</b></p> <ul style="list-style-type: none"> <li>• Programme Title: Reimagining <b>Education</b> for Marginalized Girls and Boys during and post COVID-19 in Bosnia and Herzegovina</li> <li>• Programme Number (if applicable)</li> <li>• MPTF Office Project Reference Number: 00124315</li> </ul>	<p align="center"><b>Country, Locality(s), Priority Area(s) / Strategic Results<sup>2</sup></b></p> <p>Bosnia and Herzegovina</p> <p><i>Outcome 2: By 2025, people benefit from more inclusive and higher quality educational programmes focused on 21st century skills for enhanced employability and well-being.</i></p> <p><i>Output 2.1 Education institutions have enhanced capacities to provide quality inclusive education at all levels.</i></p>
<p align="center"><b>Participating Organization(s)</b></p> <p>UNICEF UNESCO ILO UNV</p>	<p align="center"><b>Implementing Partners</b></p> <p>Ministry of Civil Affairs, BiH Ministry of Education and Culture, Republika Srpska Ministry of Scientific development, Higher Education and Information Society, Republika Srpska Ministry of Education, Science, Culture and Sports, West Herzegovina Canton Ministry of Education, Science, Culture and Sports, Una-Sana Canton</p>
<p align="center"><b>Programme/Project Cost (US\$)</b></p> <p>Total approved budget as per project document: MPTF /JP Contribution:</p> <ul style="list-style-type: none"> <li>• <b>UNICEF 491,500</b></li> <li>• <b>UNESCO 273,690</b></li> <li>• <b>ILO 84,820</b></li> </ul> <p>Agency Contribution N/A</p> <p>Government Contribution N/A</p> <p>Other Contributions (donors) N/A</p> <p><b>TOTAL: 850,000</b></p>	<p align="center"><b>Programme Duration</b></p> <p>Overall Duration <i>18 months</i></p> <p>Start Date (13/10/2020)</p> <p>Original End Date<sup>3</sup> (15/03/2022)</p> <p>Current End date 31/03/2022</p>

<sup>1</sup> The term “programme” is used for programmes, joint programmes and projects.

<sup>2</sup> Strategic Results, as formulated in the Strategic UN Planning Framework (e.g. UNDAF) or project document;

<sup>3</sup> As per approval of the original project document by the relevant decision-making body/Steering Committee.

**Programme Assessment/Review/Mid-Term Eval.**

Assessment/Review - if applicable *please attach*

Yes       No      Date: *dd.mm.yyyy*

Mid-Term Evaluation Report – *if applicable*  
*please attach*

Yes       No      Date: *dd.mm.yyyy*

**Report Submitted By**

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## **NARRATIVE REPORT FORMAT**

### **EXECUTIVE SUMMARY**

“Reimagining Education for Marginalized Girls and Boys during and post COVID–19 in Bosnia and Herzegovina” focuses on gender-responsive approaches to address learning losses and prevent dropouts, particularly of marginalized groups. The project offers skills for employability programmes; supports teachers’ professional development, in particular by increasing their capacities for conducting quality e- and blended learning. It expands the right to inclusive education by removing barriers to connectivity for children in disadvantaged condition and with disabilities; by strengthening data collection and monitoring of learning; and by promoting the articulation and flexibility across levels and types of education and improving the psychological wellbeing of teachers in the context of the COVID-19 pandemic.

The project results in terms of adopted policies and standards, improved data collection and monitoring through tailored research and assessments and real-time monitoring methodology, capacity development trainings for teachers, and provision of equipment and digital infrastructure can be summarized as follows:

### **ICT Standards, Digital and Pedagogical Competencies in e-learning and blended learning, including TVET (Technical and Vocational Education and training):**

- ✓ Defined Technical Standards for ICT Equipment adopted by education authorities and distributed by the Ministry of Civil Affairs, the coordinating Ministry at State level in BiH. The ICT standards significantly reduce the price of the device (laptop and/or desktop computer) as they enabled the governments to partner with the Microsoft and obtain access to their corporate education initiative ‘Shape the Future’ allowing for 95% discount on the purchase of software. (Annex 1)
- ✓ Initiated the process of preparing the Guidelines and Principles on Standards for quality inclusive e-Learning and blended learning with focus on **digital and pedagogical skills for teachers** through formalized Working Group of Ministries of Education and Pedagogical Institutes in all administrative units.
- ✓ Analysed the quality of e-Learning delivery in TVET during COVID-19, identified good practices at country and international level and defined Guiding principles for quality e-Learning and blended learning in TVET. (Annex 2)

### **Capacity Development of teachers for quality delivery of e-learning and blended learning: (Annex 3-database)**

- ✓ In total, 1,426 teachers and education professionals improved knowledge and increased efficiency in education as well their resilience to future shocks:
- ✓ 600 teachers and education professionals enhanced media and Information literacy (MIL) competencies.
- ✓ 564 teachers and education professionals improved their skills in Microsoft-developed tools for e-learning and blended learning.
- ✓ 47 teachers in TVET and pedagogical institutes’ representatives educated in digitalizing TVET materials.
- ✓ 215 teachers improved capacities for quality inclusive blended learning.

### **Information Management Systems (IMS) established to support selected Ministries of Education:**

- ✓ IMS eSchool in Una Sana Canton established.
- ✓ IMS for higher education in Republika Srpska initiated.

### **Mitigating COVID-19 impact by supporting safe re-opening of schools through the provision of hygienic materials:**

- ✓ **7,090** hygiene packages distributed to 158,411 primary and secondary school students.

### **Access to ICT and Assistive Technologies for marginalized children:**

- ✓ **229 laptops** in basic and medium range will be distributed to education authorities for selected schools.
- ✓ **26 types of Assistive Technology (AT)** devices set out in AT catalogue for BiH will be delivered to education institutions benefiting **children with disabilities**.

### **Real-time Monitoring and Baseline studies of effects of COVID-19 in the Education Sector for strengthened policy making and Capacity Development of teachers – completed actions:**

- ✓ Assessment of the Existing ICT Infrastructure Elements for primary, secondary, and higher education in BiH during COVID-19 (Annex 4)
- ✓ Assessments on Quality of e-Learning and Blended Learning in primary, secondary and higher education in BiH during COVID-19 (Annex 5)
- ✓ Assessments on the Needs of Teachers for e-Learning in elementary, secondary and higher education in BiH during and post COVID-19 (Annex 6)
- ✓ Assessments on impact of COVID-19 on Quality of Teaching and well-being of the (predominantly female) teachers in the three administrative units targeted by the project (Republika Srpska, Una-Sana Canton and West Herzegovina Canton) (Annex 7)
- ✓ Real-Time Monitoring Methodology implemented in elementary and secondary education rolled out in Una-Sana and West-Herzegovina Canton (Annex 8).
- ✓ By-law (Rulebook) on Evaluating the Quality of Educational Work in primary schools in RS currently in review by designated Government partners.
- ✓ By-law (Rulebook) on Standards of Work of Teachers, Psychologists, Social Workers and Special Educators in educational Institutions in Republika Srpska rolled out and currently in review by designated Government partners.

### **Multi-media education content for preschool children:**

- ✓ 142,424 pre-school children reached with 5 episodes of edutainment TV series “Kids Scientists” for preschool children covering early learning, COVID-19, protection, and hygiene.

### **I. Purpose**

- Provide the main objectives and expected outcomes of the programme in relation to the appropriate **Strategic UN Planning Framework (e.g. UNSDC) and project document (if applicable) or Annual Work Plan (AWP)**.

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

- i. Access
- ii. Delivery modality
- iii. Didactic approach and
- iv. An overall quality of education

The focus of the response strategy was to improve public sector education in three selected education administrative units (Entity of Republika Srpska; Una-Sana Canton and West-Herzegovina Canton), and to strengthen the education system as a whole, to prevent or mitigate impacts on the disadvantaged population

and ensuring the principle of leaving no one behind. The interventions of this project aimed to improve e- and blended learning approaches, to strengthen the resilience of the education systems and to enhance the overall improvement of the quality of learning. Gender equality and women's empowerment was a significant objective of this project (**Gender Marker- GEM2**) – which delivered on its target by directly **assisting project beneficiaries, in total 2,069 women and 550 men (79% of women) as per report on attendance to trainings**, – the key stakeholders in the education sector, i.e. teaching staff, school management, government partners and alike. Key activities of the joint programme were mitigating and overcoming the educational disparities, improving the learning and teaching outcomes for girls and boys as well as capacity building and empowerment of female teachers who constitute close to 70% of the workforce in the education sector.

Furthermore, the activities focused on overcoming gender data gaps, and long-term investments and education policy change to promote gender equality among the teaching workforce as well as an equitable access to quality and inclusive education and learning outcomes, thereby supporting the implementation of the SDGs 5 on Gender Equality.

The project also focused on dropout prevention and enhancing early education with a focus on disadvantaged children and strengthening teacher training on inclusive education. Enhancing media literacy and the labour-market responsiveness of TVET, promoting non-stereotypical career choices for girls and digital competency for using Microsoft education platforms lead to improvements of education quality and equity in the long-term. The Project's outputs created an opportunity to make the education system more resilient, more adaptable to student needs and more equitable and inclusive, with a strong emphasis on the role of technology in teacher's training and learning continuity.

The project was from the beginning viewed and accepted by government partners and served as a pilot initiative and catalyst for attracting further funding, due to the large number of teacher's workforce that needs to undergo a careful and guided transformation through capacity development and skill-building activities.

## **II. Results**

### **The project contributed to the planned outcomes, as follows:**

1. Capabilities of education systems enhanced to manage continuity of learning during the COVID-19 pandemic.
2. Resources and capacities of education systems strengthened to provide e-learning and blended learning for all.
3. Management systems of TVET authorities and TVET teachers' skills improved for knowledge transfer

### **Outputs: The planned outputs and progress on each output are as per below:**

1.1. Gender-responsive crisis management, including legal frameworks, established to enable implementation of safe school operations and risk communication.

*Progress rate: 100% - Guidelines on implementation and monitoring and evaluation of students' progress during emergency/crisis situation; Guidelines on unjustified absence from school in emergency situations; Disseminated global "back to school" evidence and resources, including gender-related guidance.*

1.2. Continuity of learning in BiH is supported for all vulnerable children and youth, girls and boys equally.

*Progress rate: 100 % Prepared developmental content targeting vulnerable preschool children (girls and boys) to be broadcasted on media and other available distance learning platforms.*

2.1. Education authorities are supported to implement quality inclusive e-learning and blended learning approaches

*Progress rate: 100% - Assisted education government authorities in conducting assessment on quality of e-learning delivery at all education levels. Assessments prepared, disseminated to government partners.*

2.2. Teachers (women 68%) are empowered and have enhanced capacities for delivering quality e-learning and blended learning.

*Progress rate: 100% - 2,069 women and 550 men (79% of women), the direct beneficiaries in the education sector, i.e. teaching staff, school management and government partners participated in tailored trainings: inclusive education in online environment, Media Information Literacy, Microsoft 265 Education platform digital skills, TVET digital e-learning skills. Implemented training programmes for the usage of Assistive Education Technology tools to meet learning needs of students of all abilities.*

3.1. Technical and Vocational Education and Training (TVET) authorities have enhanced capacities for delivering quality TVET e-learning and blended learning.

*Progress rate: 100% - Implemented professional development programmes for TVET providers for creating, facilitating and implementing e-learning / blended learning in TVET (including training of relevant staff, development of training materials and support institutionalizing of e-TVET professional development).*

- **Describe any delays in implementation, challenges, lessons learned & best practices:**

Within the reporting period, the **delays** mainly incurred due to the initial annual workplan limitations, namely, the conclusion was jointly made by the technical team involved in the project implementation, the implementation under 24 months for such a multi-layered approach to education transformation process is sub-optimal for reasons of time-pressure that negatively impact the appropriate spacing of activities. A **challenge** was to achieve the balance of involving the relevant education authorities and demanding their active participation, while performing a highly tight schedule in the delivery of activities. Still, the UN COVID-19 Response fund proved to be an adequate programming and financing tool, to quickly engage in the global reform and adjustment of the education for all. A **lesson learned** is to obtain balance between short-term intervention and reasonable flexibility. A three-month extension would have earned the project less pressure for quality implementation of activities. The best practice example is the joint work of participating UN agencies, UNICEF, UNESCO and ILO - with the strong mandate in education and with the longstanding reputation with national counterparts in this sector. The mutual reinforcement between agencies, the collaboration and joint activities added value to the results achieved. While it is important that these agencies collaborate globally, the local situation in the Country Office also supported this mechanism of mutual reinforcement, use of specific core-competencies of each of the UN Agencies and creating the ripple effect – with beneficiaries and capacity development in the relevant institutions proved essential for the success in the implementation of the project.

- **Qualitative assessment:** Provide a qualitative assessment of the level of overall achievement of the Programme. Highlight key partnerships and explain how such relationships impacted on the achievement of results. Explain cross-cutting issues pertinent to the results being reported on. For Joint Programmes, highlight how UN coordination has been affected in support of achievement of results.

This Joint UN Programme required the establishment of the complex partnership mechanisms with the selected education authorities in Bosnia and Herzegovina. The UN RC Office obtained the formal endorsements of the intervention from five education authorities (Ministry of Civil Affairs in BiH, Ministry of Education and Science in Republika Srpska, Ministry of Scientific and Technological Development, Higher Education and Information Society in Republika Srpska, Ministry of Education, Culture, Science and Sports in West Herzegovina Canton, Ministry of Education, Culture, Science and Sports in Una Sana Canton) and has further identified the government institutions to be included in the specific areas of intervention (such as pedagogical institutes and universities). In addition, all three agencies initiated a series of consultations with quality implementing partners and affiliates (UNESCO Global Education Coalition, Microsoft, academia, local training providers, CSOs, –the International Training Center of the ILO (ITC-ILO), the Innocenti Office (think-tank) of UNICEF, etc.) catalyzing additional support, as well as cooperating in the implementation of specific programme activities.

Furthermore, the project at the very beginning, in March 2021 involved the highest-level national counterparts (the Ministers of Education in the three administrative units) in the kick-off event, to then quickly follow up and establish the **Technical Project Board** – consisting of government partners at the Assistant Minister level and most senior programme staff from participating UN agencies. The Technical Project Board met three times in the reporting period, reviewing and officially approving all required technical documents, assessments and standards produced during the project implementation. Minutes of Technical Project Board are on file (Annex 9). The project database and knowledge product repository including recordings of all trainings have been created to serve the purpose of tracking all of the information on the project, from names of participants in trainings to more sophisticated data on knowledge products created within the project. Database is available on file.

In terms of **outreach and communications**, the project strictly adhered to the Communication Guidelines of the COVID-19 Recovery Fund, and used the branding in all of its publications, internal meetings, as well as on the media platform *Twitter*.

## ii) Indicator Based Performance Assessment:

Using the **Programme Results Framework from the Project Document / AWP** - provide an update on the achievement of indicators at both the output and outcome level in the table below. Where it has not been possible to collect data on indicators, clear explanation should be given explaining why, as well as plans on how and when this data will be collected.

	<b><u>Achieved</u> Indicator Targets</b>	<b>Reasons for Variance with Planned Target (if any)</b>	<b>Source of Verification</b>
<b>Outcome 1<sup>4</sup> Capabilities of education systems enhanced to manage continuity of learning during the COVID-19 pandemic</b> <b>Indicator: Percentage of education authorities equipped to ensure continuity of learning for all girls and boys during the COVID-19 pandemic and other disruptions.</b> <b>Baseline: 0</b> <b>Planned Target: 100%</b>	100%		Research studies; policy documents (prepared bylaws); policy papers (ICT standards).
<b>Output 1.1 Gender-responsive crisis management, including legal frameworks, established to enable implementation of safe school operations and risk communication</b> <b>Indicator 1.1.1 Percentage of education authorities capacitated to ensure safe return to schools and preschools for all.</b> <b>Baseline: 0</b> <b>Planned Target: 100%</b>	100%		Reports and adopted guidelines.
<b>Indicator 1.1.2 Percentage of education</b>	100%		Reports and adopted guidelines

<sup>4</sup> Note: Outcomes, outputs, indicators and targets should be **as outlined in the Project Document** so that you report on your **actual achievements against planned targets**. Add rows as required for Outcome 2, 3 etc.

<p><b>authorities prepared to endure possible new disruptions in learning.</b>  <b>Baseline:0</b>  <b>Planned Target:100%</b></p>			
<p><b>Indicator 1.1.3 Number of people equipped to follow epidemiological guidelines on COVID-19 prevention in schools/preschools, thus being able to participate in education process, disaggregated by sex, age group and at-risk population.</b>  <b>Baseline:0</b>  <b>Planned Target:6,000</b></p>	<p><b>7,090</b> hygiene packages distributed to 158,411 primary and secondary school students.</p>		<p>Monitoring Framework for the UN Framework for the Immediate Socio-Economic Response to COVID-19.</p>
<p><b>Output 1.2 Continuity of learning in BiH is supported for all vulnerable children and youth, girls and boys equally.</b>  <b>Indicator 1.2.1 Percentage of education authorities capacitated for quality real time monitoring of school closure impact on children’s learning and well-being.</b>  <b>Baseline:0</b>  <b>Planned Target:100%</b></p>	<p>100%</p>		<p>Available data in selected ministries.</p>
<p><b>Indicator 1.2.2 Number of children able to continue schooling in case of school closure, disaggregated by sex and age.</b>  <b>Baseline:105,000</b>  <b>Planned Target: 122,000</b></p>	<p>259,950 children were targeted via online education in pre-school and early elementary school.  229 laptops will reach schools; the measurement of this indicator was for the school coverage. 26 types of assistive technologies will reach children with disabilities in their schools.  Ministry of Education of Una-Sana</p>	<p>This indicator was not properly set; The purchase of laptops for schools was the optimum approach for most-efficient use of resources for devices. Government partners followed the same principle and purchased additional laptops in the amount of 250,000 EUR (Una-Sana Canton). Coverage of students without laptops is available through Assessments in</p>	<p>Monitoring Framework for the UN Framework for the Immediate Socio-Economic Response to COVID-19.</p>

	Canton already initiated the purchase of additional laptops in the value of 250,000 EUR.	the sector of Education and currently represent at 25% ratio, or roughly 1 in 4 students is without a personal laptop.	
<b>Outcome 2 Resources and capacities of education systems strengthened to provide e-learning and blended learning for all</b> <b>Indicator: Percentage of education authorities equipped to strategically implement e-learning and blended learning.</b> <b>Baseline: 0</b> <b>Planned Target: 100%</b>			Official gazettes and websites of education government authorities.
<b>Output 2.1. Education authorities are supported to implement quality inclusive e-learning and blended learning approaches</b> <b>Indicator 2.1.1. Percentage of education authorities with new knowledge on advantages and shortfalls in providing quality e-learning and blended learning delivery.</b> <b>Baseline:0</b> <b>Planned Target:100%</b> <b>Indicator: 2.1.2. Standards/guidelines for quality inclusive blended learning developed (Y-N).</b> <b>Baseline: N/A</b> <b>Planned Target: Standards/guidelines for quality inclusive blended learning developed</b>	80% ICT standards developed Working group established Guidelines in process of preparation		Project reports  Project reports

<p><b>Indicator: 2.1.3. Number of education government officials trained for effective and efficient information management system running, disaggregated by sex.</b>  <b>Baseline: 0</b>  <b>Planned Target: 20</b></p>	<p>Una-Sana canton : 69 (39 F)  Republika Srpska (TBD)</p>		<p>Training reports.</p>
<p><b>Indicator: 2.1.4. Number of community volunteering activities which contribute to improving e-learning and blended learning.</b>  <b>Baseline: 0</b>  <b>Planned Target: 6</b></p>	<p>12 The approach to Real-time monitoring activity led by volunteers supporting educational authorities, covered all communities in two cantons, thus fully covering all municipalities in Una-Sana and West-Herzegovina canton.</p>		<p>Field visits and field reports.</p>
<p><b>Indicator: 2.1.5. Percentage of education authorities capacitated with resources to prevent online gender-based violence.</b>  <b>Baseline: 0</b>  <b>Planned Target: 100%</b></p>	<p>100%</p>		<p>Project reports.</p>
<p><b>Output 2.2. Teachers (68% women) are empowered and have enhanced capacities for delivering quality e-learning and blended learning.</b>  <b>Indicator: 2.2.1. Analysis on professional development needs of teachers for quality e-learning and blended learning conducted (Y-N).</b>  <b>Baseline: N/A</b>  <b>Planned Target: Analysis completed.</b></p>	<p>79% of women were empowered and have enhanced capacities for delivering quality e-learning and blended learning.  Y (Done) Analysis completed.</p>		<p>The document as per indicator.</p>
<p><b>Indicator 2.2.2. Number of teachers with increased capabilities to teach online, disaggregated by sex and type of training.</b>  <b>Baseline:0</b>  <b>Planned Target: 4,250 (at least 2,890 women)</b></p>	<p>2,619 (2,069 women) attendance rate (1,416 total number of teachers)</p>	<p>In the first quarter of 2022, more teachers were trained, and will be accounted for in the Final Report.</p>	<p>Training reports, Project's database.</p>
<p><b>Indicator: 2.2.3. Analysis of the impact of</b></p>	<p>Y (Done) Analysis completed.</p>		<p>The document as per indicator.</p>

<p><b>school closure on female teachers' health and wellbeing completed (Y-N).</b>  <b>Baseline: N/A</b>  <b>Planned Target: Analysis completed.</b></p>			
<p><b>Outcome 3 Management systems of TVET authorities and TVET teachers' skills in three administrative units improved for knowledge transfer.</b>  <b>Indicator: Percentage of education systems with integrated TVET e-learning curricula/standards and developed TVET multi-media materials.</b>  <b>Baseline: 0</b>  <b>Planned Target: 100%</b></p>			Official gazettes and websites of education government authorities.
<p>Output 3.1. Technical and Vocational Education and Training (TVET) authorities have enhanced capacities for delivering quality TVET e-learning and blended learning, including enhanced capacities for TVET teachers and instructors.  Indicator: 3.1.1. Standards/guidelines for TVET quality inclusive blended learning developed (Y-N).  Baseline: N/A  Planned Target: Standards/guidelines for TVET quality inclusive blended learning developed</p>	Y		Official gazettes and websites of the state-level education government authorities.
<p>Indicator 3.1.2. Number of key TVET occupations with blended and e-learning training plans and multi-media e-learning materials.  Baseline: 0  Planned Target: 2</p>	6 occupations in the e-learning course on "E-Lab: Modular content creation and Digital TVET" (development of multi-media materials). 3 of these occupations were selected for skills needs anticipation exercises. A methodology for these exercises was developed.	Education Authorities selected more occupations than proposed by the project.	Records/portfolios of training materials available.
<p>Indicator: 3.1.3. Number of TVET providers, teachers and instructors who improved their e-teaching practices, disaggregated by sex.  Baseline:0  Planned Target: 30</p>	47 (23 male and 24 female) signed up for the e-learning course on "E-Lab: Modular content creation and Digital TVET" participated. 23 attended the whole course.	Education Authorities selected more participants than initially proposed by the project. Due to different circumstances (e.g. teachers strike in West-Herzegovina) not all participants were able to participate full time. Additional training activities were	Records of participation of the officials who participated in the trainings organized. Multi-media training materials developed by the teachers and trainers.

		planned for 2022 to reach more teachers and trainers.	
Indicator: 3.1.4. Percentage of girls studying TVET in the selected areas reached with piloted gender-sensitive multi-media e-learning materials focused on STEM skills. Baseline: 0 Planned Target: 80%	Activity not yet concluded in 2021	Approaches for career guidance were analysed and developed jointly with educational authorities in selected occupations and TVET schools, for encouraging girls to choose careers in STEM occupations.	School reports. Training materials and career guidance materials developed.

### iii) A Specific Story (Optional)

- In ¼ to ½ a page, provide details on a specific achievement or lesson learned of the Programme. Attachment of supporting documents, including photos with captions, news items etc, is strongly encouraged.
- The twitter account [@ReimagineEduBH](https://twitter.com/ReimagineEduBH) was specifically developed for the purpose of communication and resource mobilization often using the list of tags including **#recoverbettertogether**.



**Problem / Challenge faced:** Describe the specific problem or challenge faced by the subject of your story (this could be a problem experienced by an individual, community or government).

The government faced the challenge of having the lack of resources and knowledge to implement Information Management systems in Una-Sana Canton and in Republika Srpska.

**Programme Interventions:** How was the problem or challenged addressed through the Programme interventions?

UNESCO team pulled out additional savings to cover for both (instead of one) IM systems and roll-out the IM system – serving all schools and/or faculties in their daily management of the education process.

**Result (if applicable):** Describe the observable *change* that occurred so far as a result of the Programme interventions. For example, how did community lives change or how was the government better able to deal with the initial problem?

The change is literally visible through the current availability of the IM systems in the two targeted administrative institutions (Ministry of Education and Culture of Una-Sana Canton and the Ministry of Information Society and higher education of Republika Srpska.)

**Lessons Learned:** What did you (and/or other partners) learn from this situation that has helped inform and/or improve Programme (or other) interventions?

The programme implementation always needs to be adaptive to the local needs and ad-hoc requests of the government partners.

### **III. Other Assessments or Evaluations (if applicable) N/A**

- Report on any assessments, evaluations or studies undertaken.

Several assessments were made within the project implementation, as follows:

- ✓ Assessment of the Existing ICT Infrastructure Elements for primary, secondary, and higher education in BiH during COVID-19 (Annex 4)
- ✓ Assessments on Quality of e-Learning and Blended Learning in primary, secondary and higher education in BiH during COVID-19 (Annex 5)
- ✓ Assessments on the Needs of Teachers for e-Learning in elementary, secondary and higher education in BiH during and post COVID-19 (Annex 6)
- ✓ Assessments on impact of COVID-19 on Quality of Teaching and well-being of the (predominantly female) teachers in the three administrative units targeted by the project (Republika Srpska, Una-Sana Canton and West Herzegovina Canton) (Annex 7)

### **IV. Programmatic Revisions (if applicable) N/A**

- Indicate any major adjustments in strategies, targets or key outcomes and outputs that took place.

No major changes in targets were made; however, the programme adapted their outputs to best serve the purpose of the initiative with the (limited) funding. A good example is the process of adopting ICT standards to achieve better understanding of the level of quality of devices necessary for e-learning in elementary and high school education, thus enabling better value-for-money purchases.

### **V. Resources (Optional) N/A**

The financial utilization is an integral part of the report (Annex 10) as at 31/12/2021. For 2021, the project utilized 61% of resources. Importantly, on the day of the reporting the Joint Project committed and/or expended the full grant. Final report due up to 3 months following the end-of project date will reflect the full utilization of funds.

The programme has yet to mobilize additional resources. The UN team, under the leadership of the RC office is in charge of joint resource mobilization to scale-up current project results.

#### List of Annexes:

1. Technical Standards for ICT Equipment (Annex 1)
2. Assessment of e-Learning delivery in TVET during COVID-19 (Annex 2)
3. Database of the Project (Annex 3)
4. Assessment of the Existing ICT Infrastructure Elements for primary, secondary, and higher education in BiH during COVID-19 (Annex 4)
5. Assessments on Quality of e-Learning and Blended Learning in primary, secondary and higher education in BiH during COVID-19 (Annex 5)
6. Assessments on the Needs of Teachers for e-Learning in elementary, secondary and higher education in BiH during and post COVID-19 (Annex 6)
7. Assessments on impact of COVID-19 on Quality of Teaching and well-being of the (predominantly female) teachers in the three administrative units targeted by the project (Annex 7)
8. Real-Time Monitoring Methodology in elementary and secondary education Una-Sana and West-Herzegovina Canton (Annex 8).
9. Minutes of Technical Project Board Meetings (Annex 9).
10. Overview of financial utilization as at 31<sup>st</sup> of December 2021 (Annex 10).