UN COVID-19 Response and Recovery Fund
MPTF OFFICE GENERIC ANNUAL PROGRAMME[1] NARRATIVE PROGRESS REPORT
REPORTING PERIOD: 1 DECEMBER 2020 – 31 DECEMBER 2020

Programme Title & Project Number	**Country, Locality(s), Priority Area(s) / Strategic Results[2]**
• Programme Title: Reimagining **Education** for Marginalized Girls and Boys during and post COVID-19 in Bosnia and Herzegovina • Programme Number *(if applicable)* • MPTF Office Project Reference Number: *00124315*	Bosnia and Herzegovina *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.* *Output 2.1 Education institutions have enhanced capacities to provide quality inclusive education at all levels.*
Participating Organization(s)	**Implementing Partners**
UNICEF UNESCO ILO UNV	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
Programme/Project Cost (US$)	**Programme Duration**
Total approved budget as per project document: MPTF /JP Contribution: • **UNICEF 491,500** • **UNESCO 273,690** • **ILO 84,820** Agency Contribution *N/A* Government Contribution *N/A* Other Contributions (donors) *N/A* **TOTAL: 850,000**	Overall Duration *18 months* Start Date *(13/10/2020)* Original End Date[3] *(15/03/2022)* Current End date
Programme Assessment/Review/Mid-Term Eval.	**Report Submitted By**
Assessment/Review - if applicable *please attach* ☐ Yes X No Date: *dd.mm.yyyy* Mid-Term Evaluation Report – *if applicable please attach* ☐ Yes X No Date: *dd.mm.yyyy*	o Name: Dr. Rownak Khan *Rownak khan* o Title: Representative o Participating Organization (Lead): UNICEF o Email address: rkhan@unicef.org

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[1] The term "programme" is used for programmes, joint programmes and projects.

[2] Strategic Results, as formulated in the Strategic UN Planning Framework (e.g. UNDAF) or project document;

[3] As per approval of the original project document by the relevant decision-making body/Steering Committee.

(DELETE BEFORE SUBMISSION)

Guidelines:

The Narrative Progress Report template is based on the UNDG 2003 template, which is currently under review and is in line with the UNDG Results Based Management Handbook (October 2011).

Building on continued efforts made in the UN system to produce results-based reports, the progress report should describe how the activities (inputs) contributed to the achievement of specific short-term outputs during the twelve month reporting period, and to demonstrate how the short-term outputs achieved in the reporting period collectively **contributed to the achievement of the agreed upon outcomes** of the applicable Strategic (UN) Planning Framework guiding the operations of the Fund.

In support of the individual programme reports, please attach any additional relevant information and photographs, assessments, evaluations and studies undertaken or published.

Where available, the information contained in the Programme Summaries and Quarterly and/or Semi-Annual Updates prepared by the Participating Organizations may be useful in the preparation of the Annual Narrative Progress Report. These Summaries and Updates, where applicable, are available in the respective Fund sections of the MPTF Office GATEWAY (http://mptf.undp.org/).

Formatting Instructions:

- The report should be between 10-15 pages. Include a list of the main abbreviations and acronyms that are used in the report.
- Number all pages, sections and paragraphs as indicated below.
- Format the entire document using the following font: 12point _ Times New Roman and do not use colours.
- The report should be submitted in one single Word or PDF file.
- Annexes can be added to the report but need to be clearly referenced, using footnotes or endnotes within the body of the narrative.

EXECUTIVE SUMMARY

This annual report is based on very few, mainly administrative activities in 2020, noting the project officially started in November 2020.

Upon preparing and sharing the Joint UN Programme overview for partners, the UN obtained the formal endorsements of the intervention of the state-level as well as the selected entity/cantonal education authorities. In total, five ministries confirmed their willingness to participate and actively collaborate in the project via official correspondence. The designated UN agencies, UNICEF, UNESCO and ILO in collaboration with the UNV office, developed the joint work plan and selected the Joint UN Programme Coordinator with the start date 1 February 2021. Recruitment of United Nations Volunteers (UNVs) as local coordinators has been endorsed. The prerequisites for the Joint UN Programme coordination structure are established and the induction phase is in the process of finalization.

I. Purpose

- Provide the main objectives and expected outcomes of the programme in relation to the appropriate **Strategic UN Planning Framework (e.g. UNDAF) 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 is to improve public sector education in three selected education administrative units , strengthening the system which can prevent, mitigate impacts and respond quickly to emergencies, particularly when addressing the needs of the vulnerable population ensuring the principle of leaving no one behind. Additionally, these interventions aim to improve the blended learning approaches to ensure required resilience of education systems and the overall improvement of the quality of learning. Gender equality and women's empowerment is a significant objective of this project (Gender Marker-GEM3). Key activities of the joint programme are focused on mitigating and overcoming the educational disparities, 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.

The programme supports women and girl's empowerment, participation and leadership. Key activities are focused on overcoming gender data gaps, and long-term investments and education policy change that promotes gender equality in teaching workforce as well as equitable access to quality and inclusive education systems and learning outcomes, thereby reinforcing? the implementation of the SDG 5 on Gender Equality.

Focusing on dropout prevention and enhancing early education with a focus on disadvantaged children and strengthening teacher training will lead to improvements of education quality and equity in the long-term. The Project's outputs will create an opportunity to build an education system that is more resilient, adaptable to student needs, equitable, and inclusive, with a strong emphasis on the role of technology in teacher's training at scale and ensuring learning continuity between the school and the home.

II. Results

- **Outcomes:** Outcomes are the strategic, higher level of change that your Programme is aiming to contribute towards. Provide a summary of progress made by the Programme in relation to **planned**

outcomes from the Project Document / AWP, with reference to the relevant indicator(s) in these documents. Describe if any targets were achieved, or explain any variance in achieved versus planned results during the reporting period. Explain who the main beneficiaries were.

Planned outcomes:
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:** Outputs are the more immediate results that your Programme is responsible for achieving. Report on the key outputs achieved in the reporting period, in relation to **planned outputs from the Project Document,** with reference to the relevant indicator(s) in these documents. Describe if any targets were achieved, or explain any variance in achieved versus planned results during the reporting period. If possible, include the percentage of completion of the outputs and the type and number of beneficiaries.

Planned outputs:

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

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

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

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

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

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

- **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 requires the establishment of elaborate partnership mechanisms with the selected education authorities in Bosnia and Herzegovina. The UN has 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, during the reporting period, UNESCO has initiated a series of consultations with potential implementing partners (UNESCO Global Education Coalition, Microsoft, academia, local training providers, CSOs, etc.) to explore the possibility of catalyzing additional support, as well as cooperating in the implementation of specific programme activities.

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.

	Achieved Indicator Targets	**Reasons for Variance with Planned Target (if any)**	**Source of Verification**
Outcome 1[4] **Capabilities of education systems enhanced to manage continuity of learning during the COVID-19 pandemic Indicator: Percentage of education authorities equipped to ensure continuity of learning for all girls and boys during the COVID-19 pandemic and other disruptions.** **Baseline: 0** **Planned Target: 100%**			Official gazettes and websites of education government authorities.
Output 1.1 **Gender-responsive crisis management, including legal frameworks, established to enable implementation of safe school operations and risk communication Indicator 1.1.1 Percentage of education authorities capacitated to ensure safe return to schools and preschools for all.** **Baseline: 0** **Planned Target: 100%**	.		Reports and adopted guidelines.
Indicator 1.1.2 Percentage of education authorities prepared to endure possible new disruptions in learning. **Baseline:0** **Planned Target:100%**			Reports and adopted guidelines
Indicator 1.1.3 Number of people equipped to follow epidemiological guidelines on COVID-19 prevention in schools/preschools, thus being			Monitoring Framework for

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[4] 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.

able to participate in education process, disaggregated by sex, age group and at-risk population. **Baseline:0** **Planned Target:6,000**			the UN Framework for the Immediate Socio-Economic Response to COVID-19.
Output 1.2 **Continuity of learning in BiH is supported for all vulnerable children and youth, girls and boys equally.** **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.** **Baseline:0** **Planned Target:100%**			Available data in selected ministries.
Indicator 1.2.2 Number of children able to continue schooling in case of school closure, disaggregated by sex and age. **Baseline:105,000** **Planned Target: 122,000**			Monitoring Framework for the UN Framework for the Immediate Socio-Economic Response to COVID-19.
Outcome 2 **Resources and capacities of education systems strengthened to provide e-learning and blended learning for all** **Indicator: Percentage of education authorities equipped to strategically implement e-learning and blended learning.** **Baseline: 0** **Planned Target: 100%**			Official gazettes and websites of education government authorities.
Output 2.1. **Education authorities are supported to implement quality inclusive e-learning and blended learning approaches** **Indicator 2.1.1. Percentage of education authorities with new knowledge on advantages and shortfalls in providing quality e-learning and blended learning delivery.** **Baseline:0** **Planned Target:100%**			Project reports

Indicator: 2.1.2. Standards/guidelines for quality inclusive blended learning developed (Y-N). **Baseline: N/A** **Planned Target: Standards/guidelines for quality inclusive blended learning developed**			Project reports
Indicator: 2.1.3. Number of education government officials trained for effective and efficient information management system running, disaggregated by sex. **Baseline: 0** **Planned Target: 20**			Training reports.
Indicator: 2.1.4. Number of community volunteering activities which contribute to improving e-learning and blended learning. **Baseline: 0** **Planned Target: 6**			Field visits and field reports.
Indicator: 2.1.5. Percentage of education authorities capacitated with resources to prevent online gender-based violence. **Baseline: 0** **Planned Target: 100%**			Project reports.
Output 2.2. Teachers (68% women) are empowered and have enhanced capacities for delivering quality e-learning and blended learning. **Indicator: 2.2.1. Analysis on professional development needs of teachers for quality e-learning and blended learning conducted (Y-N).** **Baseline: N/A** **Planned Target: Analysis completed.**			The document as per indicator.
Indicator 2.2.2. Number of teachers with increased capabilities to teach online, disaggregated by sex and type of training. **Baseline:0** **Planned Target: 4,250 (at least 2,890 women)**			Training reports.
Indicator: 2.2.3. Analysis of the impact of school closure on female teachers' health and wellbeing completed (Y-N). **Baseline: N/A** **Planned Target: Analysis completed.**			The document as per indicator.
Outcome 3 Management systems of TVET authorities and TVET teachers' skills in three administrative units improved for knowledge			Official gazettes and websites of education government authorities.

transfer. **Indicator: Percentage of education systems with integrated TVET e-learning curricula/standards and developed TVET multi-media materials.** **Baseline: 0** **Planned Target: 100%**			
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**			Official gazettes and websites of the state-level education government authorities.
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**			Records/portfolios of training materials available.
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**			Records of participation of the officials who participated in the trainings organized. Multi-media training materials developed by the 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%**			School reports. Training materials and career guidance materials developed.

iii) A Specific Story (Optional)

- This could be a success or human story. <u>It does not have to be a success story – often the most interesting and useful lessons learned are from experiences that have not worked</u>. The point is to highlight a concrete example with a story that has been important to your Programme in the reporting period.
- 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 MPTF Office will select stories and photos to feature in the Consolidated Annual Report, the GATEWAY and the MPTF Office Newsletter.

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).

N/A

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

N/A

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?

N/A

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

N/A

III. Other Assessments or Evaluations (if applicable) N/A
- Report on any assessments, evaluations or studies undertaken.

IV. Programmatic Revisions (if applicable) N/A
- Indicate any major adjustments in strategies, targets or key outcomes and outputs that took place.

V. Resources (Optional) N/A
- Provide any information on financial management, procurement and human resources.
- Indicate if the Programme mobilized any additional resources or interventions from other partners.