



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Real-time monitoring (of situation in education sector) executed by Government Partners

2. Country or countries where the practice is implemented *

Bosnia and Herzegovina

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

UNICEF, UNESCO, UNV, Ministries of Education

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Real-time monitoring

6. What makes it a best practice? *

Government partners adopted the methodology proposed by the UNICEF and UNESCO team and received thousands of replies from students and teachers which makes it a very good and replicable modality of real-time monitoring (of situation in education sector)

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

Students faced unprecedented challenges with access to education due to lack of personal ICT devices in their households during COVID-19 pandemic, real-time monitoring confirmed. A very similar situation was with teachers. Secondly, government partners (Ministries of Education) through real-time monitoring accessed information first-hand on the students' and teachers' perceptions about quality of delivery of online education during COVID-19 and preferred modality of learning in future. A significant portion of answers (the sample of over 3,000 students and teachers) provided ample information for Ministries of Education to take action.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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Detailed methodology prepared (questionnaires); direct implementation by Ministries of Education via school management, teachers and students resulted in speedy process of gathering information (in real-time). The activity did not cost anything, internal capacities of UN agencies and ministries were employed to carry out the activity. The most important aspect was the willingness of Ministries of Education to take active role and ownership of the activity.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

The practice was transformative in that it contributed to the behavioral change of education authorities. They needed technical advice and practice implementation of gathering data so that they can act upon findings. It was also perceived very positively by the respondents who knowing that Ministries are the ones in charge, acted promptly to respond and offer facts (on household situation) and opinions (on quality of online learning process).

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

Trigger for transformation were well established relationship with government partners and well addressed awareness that information must be gathered and analysed. What did not work well was the fact that not all ministries in the country accepted to undergo this exercise and relied on other sources of data.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

The implementation of Real-time monitoring is considered a best practise because it covers a few areas:

1. Data collection through official channels (Ministries of Education)
2. Low or zero budget increase to perform the activity
3. Abundance of data that can be easily replicated on quarterly or annual basis to monitor the situation

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

<https://drive.google.com/file/d/1FqeI5Z0B2lePVtYrQ4ImVHgZWImCogNE/view?usp=sharing>
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