



**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.) \*

National Guidelines on Blended Learning

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, all Ministries of Education in Bosnia and Herzegovina

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

Guidelines, blended learnings, digital and pedagogical skills, teachers' professional development

6. What makes it a best practice? \*

The Guidelines are a product of comprehensive 5 step (5 chapters) approach to jointly with government (Ministries of Education) created an umbrella policy document based on global and regional framework documents available in UNICEF, UNESCO and EU.

## 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? \*

The Guidelines on blended learning focus on the inevitable change in education delivery during and in the aftermath of COVID-19 pandemic. All students and teachers at all levels of education were affected by the transition to online teaching, and numerous challenges were presented. The key aspect of the guidelines are the set of digital and pedagogical skills (jointly with other aspects of online teaching such as ICT infrastructure) that progressively all Ministries of education will adopt through legislation and start rolling out as recommended or mandatory trainings.

## 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?

\*

The development of the Guidelines on blended learning, started on 15 April 2022, soon after the introduction of the ICT standards for the country and following the completion of Assessments on quality delivery of online learning and teachers' needs assessments in the country. By then, the data on the needs and the perceptions of all target groups confirming that online education will continue in different shapers and forms following the pandemic, the Guidelines became a sought-after umbrella policy document, to handle the legislative and programmatic gaps in current education systems in Bosnia and Herzegovina.

Local experts were hired (2) and Regional Expert from UNICEF was 'borrowed' to the Bosnia and Herzegovina team, to jointly prepare a comprehensive document. Source of funding was COVID-19 Response Fund, plus bilateral funding on COVID-19 response.

The activity is in its finalization process, expecting for document to be approved by all participating ministries no later than September 2022.

## 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 impact on policies will be huge, the document elaborates the perspectives of new elements for legislation such as digital and pedagogical skills in online environment for teachers, availability of (minimal) ICT infrastructure, maintenance of ICT equipment in schools, use of digital materials for teaching etc.

## 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? \*

The gradual approach to COVID-19 response made the work on this comprehensive document possible. This means that data on current situation in education and purchase of ICT equipment, and many information sharing sessions took place, prior to having Government partners on board that this document requires immediate attention.

The approach of UN partners in Bosnia and Herzegovina, given the political structure of the country (10 Cantonal Ministries of Education, 2 entity ministries of Education and Brcko District Department for Education - all independent bodies with mandate in education for the respective territory or coordination) was to invite all interlocutors, divide guidelines in chapters and discuss each chapter via online working groups, following the period of extra 7 days to provide further written comments. In this way, each session, was well-received, draft chapters were sent on time, and working group (MoE representatives) felt thoroughly included in the process.

## 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)? \*

Digital and pedagogical skills for teachers are becoming a necessity in all countries in the world. While there are a number of global reference documents and guidelines, each country needs to contextualize the approach, education realities and to consequently adjust legislation and follow up with rolling-out the plans for trainings/professional development of teachers. This model of working together with authorities and creating a national document to help change the legislation is a best practice that can be replicated and used for all countries where authorities lack capacity to do so themselves or to harmonise between different parts of the country allowing for standardized approach to knowledge and skills of teachers.

## 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. \*

N/A (document is still in progress)