



**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.) \*

Improving Statistical Systems in Bosnia and Herzegovina

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) \*

UNESCO, implemented by statistical institutions (3) and education authorities (16) on all levels of government in BiH

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

The activities include revision of the statistical reporting forms in education, switching to electronic collection of data and reporting, translation of UIS methodology for collection of data in education, adjustment of ISCED methodology to national needs. Meetings took place from February 2020 until May 2021 with representatives of statistical institutions (BHAS, FZS, RZS), all ministries of education (MoCA, BD, entities, cantons), and representatives of education institutions (preschools, primary and secondary schools, and universities).

#### 6. What makes it a best practice? \*

Switching to electronic data collection; Informing policies and budgets; Cooperation of wide variety of stakeholders

## 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? \*

By strengthening technical and human capacities of the statistical and educational institutions UNESCO activities supported informed policy planning and budget allocation for achievement of the SDG's related to education. These activities contributed to the improvement of statistical reporting system for the education sector and its alignment with the international requirements (EUROSTAT, OECD, UIS). Importantly, it will help sectoral ministries to conduct informed policy planning and budget allocation for achievement of the SDG's related to education. Overall, this will improve reporting for SDG 4, and additionally targets 17.14, and 17.18.

## 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?

\*

- o Revision of statistical reporting forms in the field of education for all levels of education, all have been revised, produced, and formally approved by the statistical institutions.
- o development of web applications for data collection and processing for pre-primary, primary and secondary education

- Capacity building activities for the representatives of statistical institutions have been completed for a) data collection and processing in SPSS program, and b) for designing an applications and data management.
- Administrative data base in the field of education has been developed for monitoring indicators of the SDG4

## 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? \*

Statistical data ecosystems in the field of education has been created by strengthening capacities of the statistical and educational institutions on all levels of government. Reporting forms for all levels of education have been revised as per the needs in BiH at the same time ensuring alignment with the international requirements (EUROSTAT, OECD, UIS, UNSDG).

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? \*

Cooperation of all institutions of different government levels

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)? \*

Development of these information management systems for statistical and administrative reporting on education is supporting informed policy planning and budget allocation for achievement of the SDG’s related to education.

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://bhas.gov.ba/News/Read/52>