



**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.) \*

Inclusive Quality Education in online environment - Teachers' training package

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

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

inclusive, education, children with disabilities, universal, assistive technology

6. What makes it a best practice? \*

The modules for this training are based on inclusive education standards and best practices developed by UNICEF. The best practice here is the fact that these were adapted to fit the online environment for teachers who suddenly faced problems of online teaching and most affected population were children with disabilities.

## 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 entire cohort of teachers was affected during COVID-19 pandemic, The inclusive education trainings in online environment became important for two reasons, one teachers had the opportunity to learn more about inclusive education and two teachers who already deal with children with disabilities faced a new set of challenges when teaching went online. The trainings were adapted to online environment, and modules were created to fit the pace of teachers in online setting.

## 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 entire course of 6 modules was delivered via zoom platform, with breakout rooms for work in groups. The implementation actors were professors from University who already provided these trainings in the past and were the lead in establishing the Support Office for Students with disabilities at the University, The training was for teachers in elementary and secondary schools in selected areas from the country. The budget was around 50,000 USD funded through UN COVID-19 Recovery fund.

## 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, the trainings on inclusive quality education were being delivered as a norm in online environment (too). The teachers embraced this model and did everything in their capacity to understand the inclusive education is the only type of education to be delivered in classes. The concrete results are the better equipped teachers to deliver teaching and more awareness to identify solutions for education sector to reach it's highest potential of inclusivity.

## 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 willingness and the necessity for delivery of quality trainings and the drive of teachers to learn about their (new) possibilities to learn more on how to apply inclusive practices in online teaching methods. What worked well was the organization of professors, the modules, and the delivery in small working groups.

## 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)? \*

It is a best practice because it can easily be replicated and the format of online teaching while not ideal, significantly reduces costs, and as such the momentum for scaling up should be used.

## 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://www.youtube.com/playlist?app=desktop&list=PLEJwftE9SHeCHcl0PV1VLTw3asfnnmJf1>