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ENHANCING AND ADVANCING BASIC LEARNING AND EDUCATION IN BOSNIA AND HERZEGOVINA – ENABLE BIH

FIRST QUARTERLY PROGRESS REPORT

For the period October 2016 through December 2016

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**ENHANCING AND ADVANCING BASIC
LEARNING AND EDUCATION IN
BOSNIA AND HERZEGOVINA**

Cooperative Agreement No AID-168-16-000001

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LIST OF ACRONYMS

APOSO	Agency for Pre-Primary, Primary and Secondary Education of BiH
BiH	Bosnia and Herzegovina
CCC	Common Core Curricula
CD	Country Director
CSSP	Civil Society Sustainability Project
ECCD	Early Childhood Care and Development
ENABLE	Enhancing and Advancing Basic Learning and Education
EU	European Union
EWG	Expert Working Group
FYR(OM)	Former Yugoslavian Republic (of Macedonia)
HEA	Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina
IE	Inclusive education
INGO	International Non-Government Organization
LO	Learning-outcomes
LoE	Level of Effort
MEAL	Monitoring, Evaluation, Accountability and Learning
MIS	Management Information System
MoCA	Ministry of Civil Affairs
MoE	Ministry of Education
MOU	Memorandum of Understanding
MWAI	Miske Witt & Associates
NWB	Northwest Balkans
OSCE	Organization for Security and Co-operation in Europe
OTC	Operational Teaching Curricula
PAB	Project Advisory Board
PISA	Program for International Student Assessment
PPDM	Pedagogy, Psychology, Didactics and Teaching Methods
RS	Republic of Srpska
SAA	Same as above
SAR	Special Administrative Region
SC	Save the Children
SLO	Student Learning Outcome
STEM	Science, Technology, Engineering and Mathematics
TE	Teacher Education
TIMSS	Trends in International Mathematics and Science Study
ToT	Training-of-Trainers
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WG	Working Group

EXECUTIVE SUMMARY

The Cooperative Agreement for the project “Enhancing and Advancing Basic Learning and Education in Bosnia and Herzegovina” was signed as of September 26, 2016. As agreed during the Post-Award Conference that took place on October 19, 2016 at the premises of the USAID Mission to BiH, the reporting period would start from October 2016. Therefore, the First Quarterly Progress Report covers the period from October through December 2016. In accordance with the Cooperative Agreement, within first 60 days from its signing Save the Children developed Annual Work Plan and Monitoring and Evaluation plan with the support and guidance of the USAID.

The activities in the first quarter of the Project were implemented in accordance with the plan.

In regards with the project management, as a first activity, the ENABLE-BiH project team was completed. Project Manager was proposed by Save the Children in North West Balkans (the main project implementer) and approved by Save the Children US (the main project applicant). Two other members of the project team, Project Coordinator and Project Assistant, were hired through an open vacancy call.

Setting of the local expert working group for STEM (comprised of 8 local experts) and expert working group for PPDM (comprised of 2 local experts) was conducted through an open call for the expert positions. The call was published on Save the Children web-site, several NGO networks and sent to the rectorate of the University of Sarajevo to be forwarded to the relevant universities in Bosnia and Herzegovina. The short-listed applicants were invited for an interview at Save the Children premises.

The Project Advisory Board (PAB), envisioned as a coordination mechanism for the ENABLE-BiH project that will ensure the local ownership over the project intervention and all related processes, was also established. The Request for the Appointment of the PAB members was sent to the following institutions: MoCA, APOSO, HEA, cantonal MoE, MoE of RS and F BiH, and Department of the Brcko District, which all (with the exception of the Ministry of Education and Culture of the RS) appointed their representatives. The first meeting of the PAB took place on December 20, 2016 in Sarajevo.

Memorandums of Understanding (MoU), as a standard tool of Save the Children for establishing and confirming cooperation and partnership with the partner institutions and organizations, were developed and sent for the review and signing to the following institutions: Federal and Cantonal MoEs, APOSO, HEA, Department of Education of the Brcko District, Faculty of Philosophy of Sarajevo, Banja Luka and Zenica, Faculty of Science and Mathematics in Sarajevo, and Faculty of Science, Mathematics and Education in Mostar.

Regarding development of the Operational Teaching Curriculum for STEM proficiencies based on the Common Core Curriculum, two key activities were carried out. The process of setting the working group for STEM based OTC with relevant sub-groups for 3 triades (9 grades) and secondary general education was initiated. The Request for the Appointment of the STEM working group members was sent to the following institutions and organizations: universities (Faculty of Natural Sciences and Mathematics of the University of Sarajevo, Faculty of Natural Sciences and Mathematics and Pedagogical Sciences of the University of Mostar), Ministry of Civil Affairs of BiH, Agency for Pre-

primary, Primary and Secondary Education, Agency for Development of Higher Education and Quality Assurance of BiH, Entity and Cantonal Ministries of Education, Department of Education of the Brcko District, pedagogical institutes, as well as relevant civil society organizations (CIVITAS), international organizations (UNICEF) and organizations for international cooperation (OSCE).

In the period from December 12-16, 2016, the ENABLE-BiH project team organized a fact-finding mission on STEM and PPDEM for US experts from the partner consulting firm, Miske Witt & Associates (MWA). The objectives of the mission in regards with STEM were for the US expert team to gain insight into the practices of Science and Mathematics teaching and learning in BiH in primary and general secondary education, and into stakeholders' understandings of STEM, which was achieved during the five-day fact-finding mission.

Two core activities were conducted for the development of Standards and Operational Guidelines for PPDM related courses across all teacher study programs. Firstly, the working group for PPDM related courses with relevant sub-groups was established. The following institutions and organizations appointed their representatives for the PPDM working group: University of Sarajevo, Banja Luka, Zenica and Tuzla, Agency for Development of Higher Education and Quality Assurance of BiH, and civil society organizations (CIVITAS, OSF BiH, Center for Educational Initiatives "Step by Step").

Simultaneously with the STEM fact-finding mission, the US expert team, with the support of the ENABLE-BiH project team, also conducted the PPDM fact-finding mission. The mission aimed to review the existing curriculum and practices in the PPDM area, and to understand the practices and processes of initial (pre-service) teacher education in relation to PPDM, which was accomplished during the five-day fact-finding mission.

Project operations, besides the daily performance of the project staff and human resources management, included procurement of IT equipment and basic office furniture for the project team. For the purpose of monitoring and evaluation and in accordance with the requirements of the Cooperative Agreement, the Monitoring and Evaluation Plan was developed with the support of the USAID, which would ensure thorough and timely monitoring and evaluation of the project activities, particularly in later stages of the project implementation. BiH Perform Online Platform was used to upload Annual Work Plan and M&E Plan as instructed during the M&E session provided by the MEASURE BiH Team which was attended by the ENABLE BiH Project Manager and SC MEAL Specialist as of November 2, 2016.

There were no significant challenges in the project implementation during the reporting period, except that the appointment of the member for the Project Advisory Board (PAB) on behalf of the Ministry of Education and Culture of the RS is still pending.

The key activities related to the STEM pillar in the next period will include meeting of the US and local STEM experts to discuss the first draft of the Operational Teaching Curriculum for STEM proficiencies based on the Common Core Curriculum that will be produced by the US expert team, and subsequently organizing and holding the first four-day meeting of the STEM working group to discuss the draft among the expert and extended STEM working group.

Similarly, under the PPDM pillar, the first meeting of the US and local PPDM experts to discuss first draft of the Standards and Guidelines for the PPDM related courses will take place, followed by

organizing and holding the first meeting of the PPDM working group to discuss and revise the first draft among the expert and extended working group.

All of the above activities are explained in more details in the sections that follow.

ABOUT THE PROJECT ENABLE-BIH

I. Purpose of the Project

The overall purpose of the Project is to contribute to the improvement of the learning outcomes in primary and general secondary education. ENABLE-BiH aims to contribute that students in BiH acquire key competences necessary for the participation in the knowledge-based economy, and become future drivers of the economic development of the country.

The purpose of the Project will be achieved through:

- Development of **Draft Operational Teaching Curriculum (OTC) for STEM proficiencies** (Science, Technology, Engineering and Mathematics) based on the Common Core Curriculum (CCC) defined on the learning outcomes and development of the accompanying manuals – Operational Guidelines for the Implementation of the OTC for STEM proficiencies and Teacher Training Manual, and
- Development of **Standards and Operational Guidelines for PPDM – Pedagogy, Psychology, Didactics and Teaching Methods** education and training for teachers at Teachers' faculties and all other faculties where professionals are receiving education in different subject disciplines, but for which there is no sufficient preparation for their future educational-pedagogical work (e.g. economists, engineers, doctors etc.), as well as through developing the framework for training program and certification of the university professors in the PPDM educational modules.

Identification of two key components, **STEM** and **PPDM**, on which ENABLE-BiH is based, has resulted from the excessive need to change the approach to learning and teaching students in primary and general secondary education in BiH, overcoming limitations of education based on lecturing, memorizing and reproduction and shifting towards modern and innovative approach to education.

The need for changing the educational paradigm is particularly emphasized when it comes to those areas that directly affect the life-long learning development of **STEM** – dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, communication, intellectual and practical skills, and ethical values which enable individuals to take active participation and work in the STEM area – Sciences, Technology, Engineering and Mathematics, and respond to the needs of the growing STEM industry and labor market. These are the skills that students in primary and general secondary education in BiH are acquiring within four, out of the total of eight, educational-pedagogical areas defined in the process of development of the Common Core Curriculum, based on the key competences: the area of Mathematics, the area of Natural Sciences, the area of Technology and Informatics and cross-curricular and inter-subject area, i.e., through the content of teaching subjects in the primary schools and at the level of general secondary education which cover these

four areas (My Environment, Nature, Mathematics, Biology, Chemistry, Physics, Geography, Informatics, Basic Technology, Technical Culture etc.)

If the practice of the outdated and fragmented approaches to teaching the STEM skills continue, with no logical and meaningful linking and integrating different knowledge that students acquire between various educational-pedagogical areas and subjects, i.e. if teaching practices that do not contribute to the development of cognitive skills and critical-thinking capacities, nor deepens understanding of the basic concepts and better applicability of knowledge, continue, then in the next decades BiH will not be able to sufficiently utilize the potential of the young generations for participation in the growing STEM industry. If this foundation is not established, BiH will continue to lag behind in fulfilling its economic and social needs. These changes are what STEM pillar of the Project envisions and aims to achieve.

The educational process aimed at all educational-pedagogical areas, where the students are in the center of the process, requires changing the teachers' role from those who "teach lessons" to those who facilitate, which will improve the learning process by encouraging students to develop high level of thinking, independent learning and problem-solving; ensure better engagement of students in the learning process and more quality interaction with their peers, teachers and learning contents; and enable students to research independently, inquire and find the answers, think critically and apply what they have learned. By increasing PPDM – Pedagogy, Psychology, Didactics and Teaching Methods competencies of the teachers it will be secured that they use more adequate teaching methods and active approach to gaining knowledge, skills and attitudes and to improve learning outcomes.

Therefore, the primary purpose of the PPDM pillar of the Project is to increase and harmonize the quality standards and to align training programs for the future teachers within the pedagogical group of subjects during their initial education at Teachers' faculties, and other faculties whose graduates receive additional pedagogical training in order to work as teachers in primary and secondary schools, and to increase quality of the educational-pedagogical process and learning outcomes in BiH.

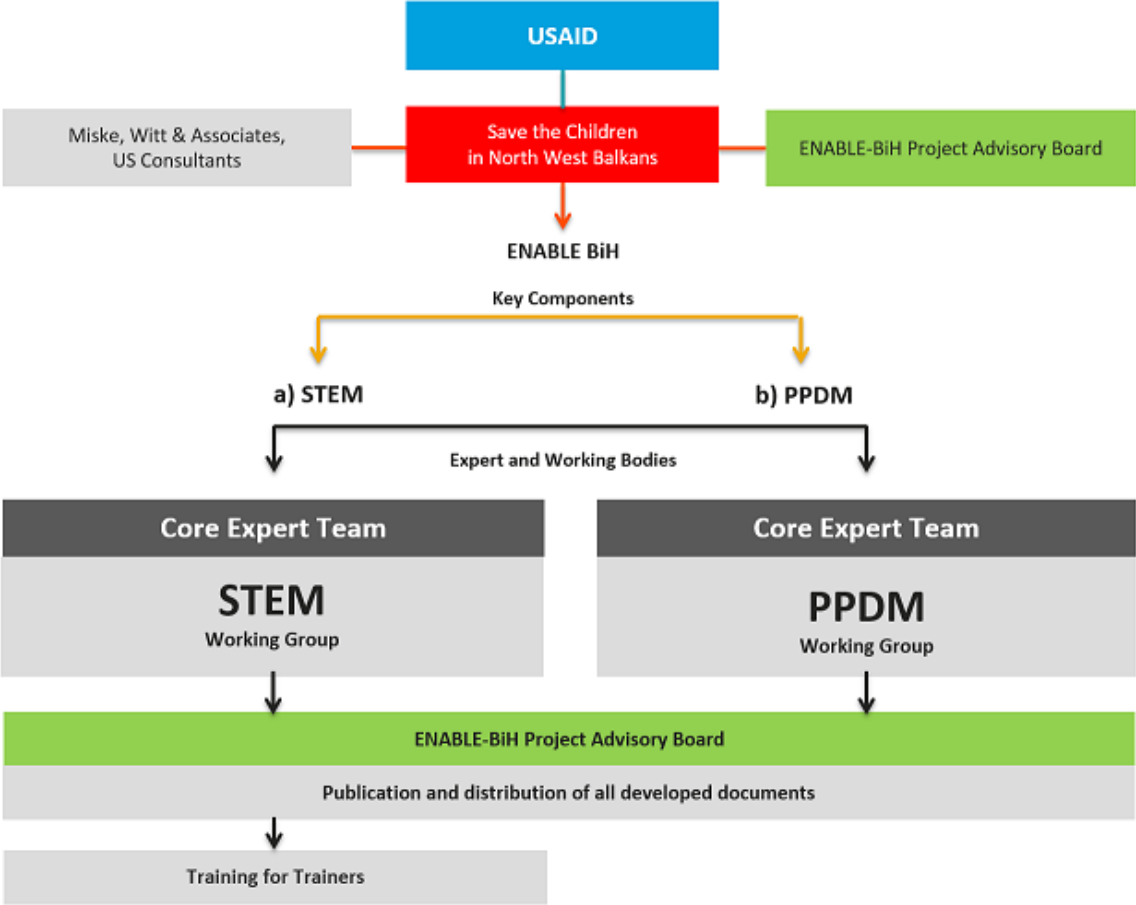
2. Working Framework for the ENABLE-BiH Project

In partnership and close cooperation with the key educational institutions in BiH (Ministry of Civil Affairs of BiH, Agency for Pre-primary, Primary and Secondary Education, Agency for Development of Higher Education and Quality Assurance of BiH, Entity and Cantonal Ministries of Education, Department of Education of the Brčko District), Universities of Sarajevo, Mostar, Banja Luka, Zenica and Tuzla, international professionals from the USA (Miske, Witt & Associates) as well as local experts and representatives of the civil society organizations, international organizations and schools in BiH (OSCE, UNICEF, OSF BiH, CIVITAS, Center for Educational Initiatives "Step by Step"), Save the Children has formed and will support the work of the Project Advisory Board (PAB), as well as two working groups – STEM and PPDM working groups whose work will be led by the core expert team comprised of international and local experts in the process of development of the draft key documents and their presentation to interested stakeholders and submission to relevant actors for consideration and possible endorsement.

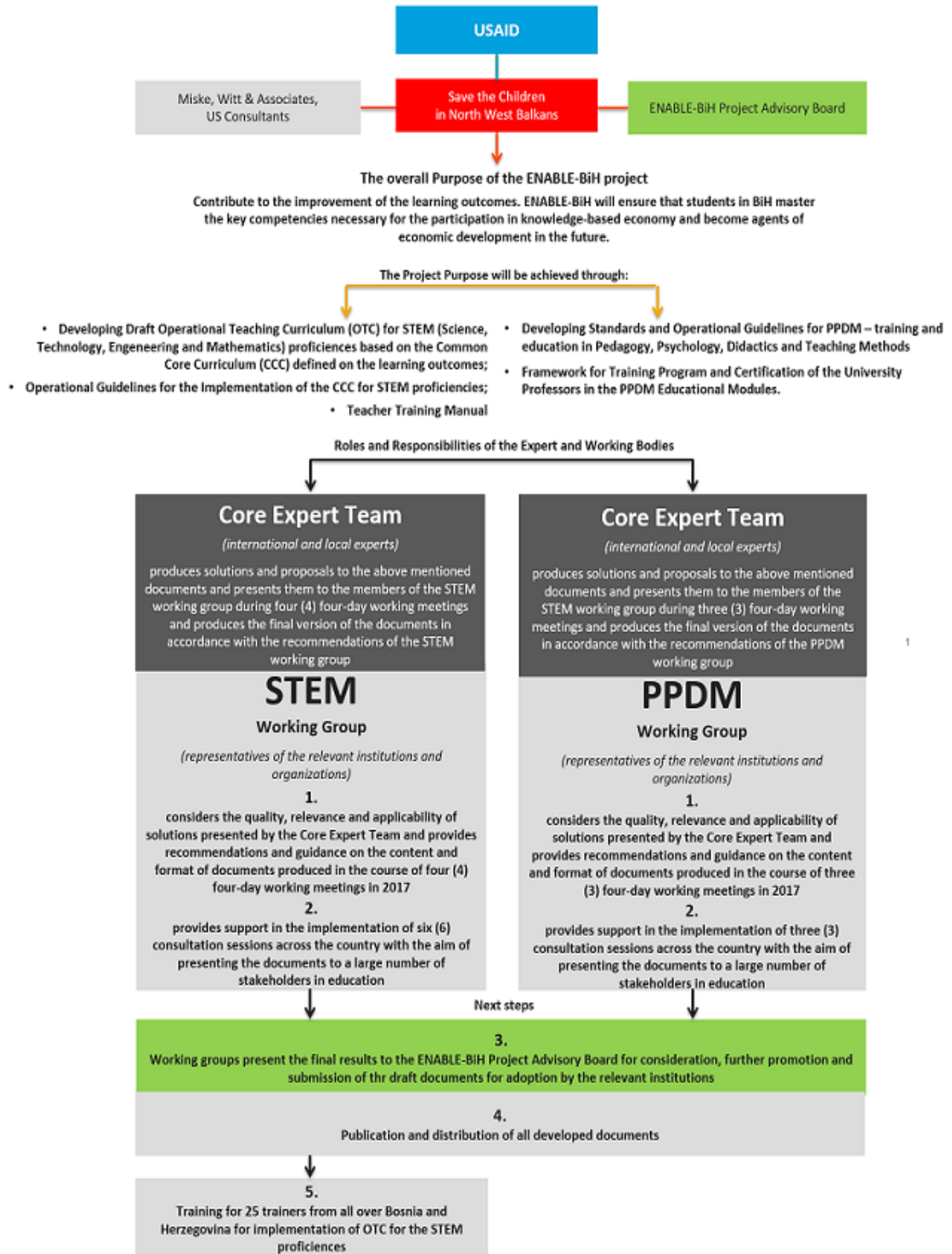
The scheme of the working framework for the Project is presented in Picture I, while the scheme of the working framework along with the role and responsibilities of the expert and working bodies,

and the steps to be taken within both pillars of the ENABLE-BiH project, is presented in the Picture 2.

Picture 1



Picture 2



PROJECT PARTNERS AND ASSOCIATES

A range of partners and associates in the Project implementation is pivotal for building the local ownership from the beginning, forming a foundation for its incorporation into the systemic changes in the education field and ensuring sustainability and continuation of the Project outcomes.

The table below outlines the partners and associates that will take part in the implementation of the ENABLE-BiH project, as well as their roles and advantages of their engagement in the Project:

Organization	Role	Advantage
Save the Children for North West Balkans – lead agency	Overall Project management and leadership; communication with and coordination among the Project relevant stakeholders; conducting all necessary procurement procedures related to the Project; organizing and overseeing all activities and/or public events.	-7-year active and extensive engagement in pivotal educational reform processes led by APOSO -The only I(NGO) fully involved in reform process focus on quality of education (2010 – Creation of 5-year Strategic Plan with implementation plan of APOSO; 2012 – Analysis of the curricula for primary education in the RS; 2013-2015 – Implementation of LO for Literacy in Zenica-Doboj Canton; 2014-2015 – Supporting the APOSO in defining and adopting LO for Mathematics) -Active cooperation with other BiH (I)NGOs in education-focused projects (2009 – supporting APOSO during creation and presentation of Secondary Analysis of TIMSS 2007 Study; 2010 – Defining Quality Standards for Preschool Education and Upbringing in BiH; 2010-2012 – Supporting the APOSO in defining LO for literacy)
	Ensuring compliance with all terms and conditions of the Award.	
	Ensure high standards of technical and managerial quality	
Save the Children Federation Inc/US – main applicant	-Providing possibly needed inputs and consultations on the Project and activities, particularly in regards with cooperation and coordination with the US expert consultants; narrative and financial reporting towards the USAID in accordance with the terms and conditions of the Award	- A global leader in humanitarian and development programming worldwide -Working as a preeminent voice for children with governments, civil society and private sector partners for over 80 years -Has worked in BiH since 1996 implementing programs and assistance funded by a number of donors - SC's office in BiH has extensive experience in managing and implementing development programs in cooperation and partnership with government institutions -Strong technical expertise of staff and wide range of strategic partnerships with authorities and CSOs engaged in key reforms -Applies participatory approach and contextual understanding to implementation of all projects and activities
Miske Witt & Associates, Inc.	-Conducting a fact-finding mission in BiH in relation to the STEM curricula and PPDM curricula and standards -Cooperation with local experts in STEM and PPDM WGs -Providing inputs and designing first draft for development of OTC for STEM proficiencies based on CCC, along with	- 20 years' experience in research and evidence-based methodology development and implementation, particularly in mathematics, literacy, gender and inclusion - Over 10 years of combined experience in introducing research-based change in universities and schools -15-years of work experience in over 35

	Operational Guidelines and Teacher Training Manual; and providing inputs and designing first draft for development of the PPDM Operational Standards and Guidelines	countries, including BiH -Expertise in curriculum design and teachers' professional development -Expertise in developing child-centered pedagogical methods, content knowledge and instructional materials -Experienced in analyzing the work of local/national educators and introducing proven strategies -Experienced in facilitating professional development of teachers curriculum developers, teachers supervisors and university professors in BiH, FYR Macedonia, Moldova and other countries
Ministry of Civil Affairs of BiH	-Membership of the PAB -Reviewing draft STEM and PPDM documents -Providing recommendations for the adoption and application of the OTC for STEM proficiencies based on CCC and PPDM Operational Standards and Guidelines to relevant institutions and lower-level administrative units	-Coordination body among BiH educational institutions -Signed MoU with SCNWB in 2016 on improvement of quality of education and equal access for all children in BiH and educational reforms in BiH
Agency for Pre, Primary and Secondary Education (APOS0)	-Membership in the PAB and chairing of the PAB -Providing experts or recommendations on experts to take part in STEM and/or PPDM WGs	-Close cooperation with SCNWNB for the last 10 years -Partnership with SCNWB in defining SLO in mathematics -APOS0's priority focus on operationalization of teaching curricula for mathematics based on SLO of the Common Core Curricula -Support to creating standards and guidelines for teacher education across BiH universities in the views of SLO
Agency for Development of Higher Education and Quality Assurance	-Membership in the PAB -Providing experts or recommendations on experts to take part in STEM and/or PPDM WGs -Promoting teaching methods within the subjects related to PPDM -Identifying the existing modules to which new methods can be integrated and recommending this integration	-The primary purpose and mission of the HEA is establishing and ensuring continuous development and enhancement of quality standards of higher education in BiH -Competent to set clear norms for minimum standards in the field of higher education -Competent to give recommendations to the MoE of RS, cantonal ministries and the Brcko District on criteria and standards for higher education as well as restructuring criteria
Faculty of Philosophy in Sarajevo	-Providing technical capacities for joint identification of experts who can contribute to the Project and participate in the project activities -Identifying the existing modules to which new methods can be integrated	-One of the main institutions in BiH for educating pedagogues, psychologists and language teachers -Participated in a number of international and local projects aimed at improving teaching practices and methodologies
Faculty of Philosophy in Banja Luka	-Providing technical capacities for joint identification of experts -Providing inputs on improvement of both pre and in-service education of pedagogues and primary school teachers	-Offers programs for education of pedagogues and primary school teachers (1 st – 5 th grades) -Experienced in participating in projects and reformative interventions in relevant areas

Faculty of Philosophy in Zenica	-Providing technical capacities for joint identification of experts -Providing inputs on improvement of both pre and in-service education of pedagogues and primary school teachers	-In addition to the above faculties, also one of the main institutions in BiH for educating pedagogues, psychologists and language teachers
Faculty of Science and Education of the University of Mostar	-Providing technical capacities -Proposing experts who can take part in WGs	-Conducts a range of study programs in different scientific areas -Educates pre, primary and secondary - teaching staff in science subjects
The School of Natural Sciences and Mathematics of the University of Sarajevo	-Providing technical capacities -Providing expert support and advice on educating teachers of mathematics, science and IT	-One of the main institutions in BiH that educates primary school teachers of mathematics, science and IT (from 6 th to 9 th grade) -Educates general secondary school and vocational school teachers of these subjects

SECTION ONE - PROJECT ACTIVITIES AND RESULTS

A) PROJECT MANAGEMENT

1. Finalization of the Recruitment of Key Staff and Procurement of Office Equipment

The ENABLE-BiH project team consists of Project Manager, Project Coordinator and Project Assistant. Project Manager was appointed by Save the Children in North West Balkans (the main implementer) and approved by Save the Children US (the main applicant), while the other team members were recruited through a public call. More information on the staff recruitment is provided in the section “Project Operations – Human Resources” below, along with brief information on the procurement activities in the first quarter of the Project implementation.

2. Setting the Expert Working Group for STEM

The local expert working group for STEM includes 8 local experts: 3 Mathematics experts, 1 Physics expert, 1 Chemistry expert, 1 Geography expert, 1 Biology experts, 1 Technology and Engineering expert who will together with the expert STEM team from the USA work on developing the first draft of the Draft OTC for STEM proficiencies based on CCC, and later Implementation Guidelines and Teacher Training Manual. The expert working group for STEM, comprised of the US and local experts, will provide the preliminary platform and draft documents and materials for the discussion and consideration by the extended working group for STEM which will include about 40 representatives from the relevant educational institutions across BiH.

The selection of the STEM expert group was conducted via a public call that was published on Save the Children’s website, several NGO networks, two national newspapers, and was sent to the rectorate of the University of Sarajevo to be forwarded to relevant faculties in BiH. In this way a wide outreach of the potential applicants was secured. The call targeted university professors and/or assistants with a minimum of 10 years of teaching experience in the relevant field and subject;

experience with curriculum development, knowledge and understanding of the STEM approach and possibilities of its application in the context of BiH; published work in international and national journals; participation in international and national conferences; experience participating in similar working groups; fluency in English language, etc. The applicants were required to fill out several forms and provide detail evidence and explanations of their suitability for a STEM expert position.

The short-listed applicants were invited for an interview with the Project staff to acquire more information on their expertise and qualifications and to ensure a thorough understanding of duties and responsibilities of the STEM expert group members. Upon the interview, the following experts were selected for the STEM expert group: **Mathematics** – Dr. Muharem Avdispahić (Full-time Professor, Department of Mathematics, Faculty of Science, University of Sarajevo), Dr. Lejla Smajlović (Associate Professor of Mathematics, School of Economics and Business, Sarajevo), Dr. Lejla Miller (Associate Professor of Mathematics, International University of Sarajevo); **Geography** – Dr. Rahman Nurković (Full-time Professor Department of Geography, Faculty of Science, University of Sarajevo); **Chemistry** – Dr. Milka Maksimović (Full-time Professor, Department of Chemistry, Faculty of Science, University of Sarajevo); **Physics** – Dr. Lamija Tanović (Professor Emeritus, Sarajevo School of Science and Technology); **Biology** – Dr. Edina Muratović (Associate Professor in fields of Botany and Molecular Biology, Department of Biology, Faculty of Science, University of Sarajevo) and Dr. Lada Bilela-Lukić (Associate Professor in Molecular Biology and Molecular Evolution, Department of Biology, Faculty of Science, University of Sarajevo).

Based on the information provided on the specific expertise of the applicants for the Biology expert, i.e. Zoology and Botany, it was decided that it was necessary to engage both applicants in the working group as their expert fields complement each other. The expert position in Technology and Engineering has not been secured yet due to the university obligations of the interviewee for this position. ¹

3. Setting the Expert Working Group for PPDM

The expert working group for PPDM includes 2 local PPDM experts who, in cooperation with the US experts for PPDM, will be responsible for the development of draft Standards and Operational Guidelines for PPDM-related courses and outlining training program and certification for university professors on PPDM related courses. The draft documents and materials will then be discussed and reviewed by the extended PPDM working group that will be composed of 20 representatives of the relevant institutions, primarily Faculties of Philosophy where the PPDM subjects are being taught.

Similar to the process of establishing the STEM expert working group, a public call was published on Save the Children's website, several NGO networks, two national newspapers, and was sent to the rectorate of the University of Sarajevo to be forwarded to relevant faculties in BiH. The call was also targeted at the university professors and/or assistants with the minimum of 10 years of teaching experience in the relevant field and subject and other requirements similar to the ones set for the STEM experts. Applicants for the PPDM experts were also required to fill out several forms to explain their expertise and potential contribution to the work of PPDM working group, and short-

¹ Since there were no applications for the expert position in Technology and Engineering and Chemistry, and since there were only two applications for the Mathematics expert, identified experts with required qualifications were directly contacted for the interview.

listed applicants were invited for an interview with the Project Staff. The short-listed candidates, Dr. Larisa Kasumagić-Kafedžić (Faculty of Philosophy, University of Sarajevo) and Dr. Ivana Zečević (Faculty of Philosophy, University of Sarajevo) were invited for an interview and selected for the expert positions, therefore the PPDM expert working group was formed.²

4. Setting the Project Advisory Board (PAB)

The Project Advisory Board (PAB) is envisioned as a coordination mechanism for the ENABLE-BiH project to ensure the local ownership over the project intervention and all related processes. The PAB will provide review on the work and recommendations of the STEM and PPDM working groups, serve as a final check for the quality and appropriateness of the materials produced by the working groups and make sure that there are no delays or roadblocks, or that they are kept to the minimum, in the process of developing and finalizing Draft OTC for STEM proficiencies based on CCC and PPDM Standards and Operational Guidelines, as well as providing support and recommendations for their adoption and application in the final stage of ENABLE-BiH implementation. In order to discuss the aforementioned matters and documents, the PAB will meet bi-annually at minimum and it will be regularly informed on key project activities and developments.

It was planned that the PAB members would include representatives of the MoCA, APOSO, HEA, cantonal MoE, MoE of RS and FBiH, and Department of the Brcko District, a total of 16 members. Following the Request for the Appointment of the PAB members by Save the Children, all the aforementioned institutions (except the Ministry of Education and Culture of the Republika Srpska) appointed their representatives for the PAB. The appointed PAB members hold senior positions at their institutions and are entitled to provide guidelines and make decisions related to the realization of all activities and processes the PAB will oversee.

The first meeting of the PAB took place as of December 20, 2016, at the hotel “Sarajevo” in Sarajevo. It was attended by nine PAB members, and Save the Children Program Implementation Manager, ENABLE-BiH Project Manager and Project Coordinator. During the meeting, the PAB members were provided a thorough presentation on the ENABLE-BiH project, as well as duties and responsibilities of the PAB. Special attention was devoted to explain that the STEM approach is only a new approach that will be based on the existing curricula of the corresponding subjects and will try to identify what parts and units can be linked and taught in an integrated manner to increase their understanding and practical value. It was also explained that the STEM approach will not imply new teaching profiles, but it will rather require closer cooperation and communication among the STEM teachers. In addition, it was explained that such an approach does not mean that one teacher will be required or allowed to teach all or several STEM subjects.

While expressing full support for the Project, the PAB members highlighted that the project of such an extent and complexity will require careful and timely coordination and communication with all relevant stakeholders, concerned parties and wider audiences. Moreover, it was stressed that during the later stages of the project implementation support of the lower governance level i.e. cantonal level will be of a particular importance.

² Dr. Dženana Husremović (Faculty of Philosophy, University of Sarajevo) was also short-listed, but due to her absence from the country she was not able to attend the interview when invited. Her interview was postponed, but it would take place when she is available.

The PAB meeting minutes were prepared and distributed to all the appointed PAB members, as well as to the Ministry of Education and Culture of the Republika Srpska that has not appointed a PAB member yet.

5. Preparation and Signing of Memorandums of Understanding with Key Educational Institutions in BiH

Memorandums of Understanding (MoU), as a standard tool of Save the Children for establishing and confirming cooperation and partnership with the partner institutions and organizations were developed with accompanying documentation and sent to the following institutions: Federal and Cantonal MoEs³, APOSO, HEA, Department of Education of the Brcko District, Faculty of Philosophy of Sarajevo, Banja Luka and Zenica, Faculty of Science and Mathematics in Sarajevo, and Faculty of Science, Mathematics and Education in Mostar.

The MoU is intended as a broad framework document for collaboration and used to establish areas of mutual interest and ways of working. It is a statement of intent between Save the Children and a partner institution/organization and is not intended to create a contract, give rise to legal rights and obligations or create any legal relations whatsoever. The MoU does not preclude each organization from working independently with other organizations and networks in Bosnia and Herzegovina engaged in humanitarian relief and development efforts.

The content of the MoUs is reviewed by some partner institutions and/or additional clarifications are asked for from Save the Children. Memorandums of Understanding have been signed by the institutions that have agreed to their contents.

B) DEVELOPMENT OF THE OPERATIONAL TEACHING CURRICULUM FOR STEM PROFICIENCIES BASED ON THE COMMON CORE CURRICULUM

I. Set the Working Group for STEM based OTC development with relevant sub-groups for 3 triades (9 grades) and secondary general education

In addition to the expert STEM working group, whose primary task is development of Draft Operational Teaching Curriculum (OTC) for STEM proficiencies based on the Common Core Curriculum (CCC), as well as development of Operational Guidelines for the implementation of OTC for STEM proficiencies and Teacher Training Manual, the extended STEM working group is also envisioned within the Project. The core expert local team and international experts from the consulting firm Miske-Witt & Associates from the USA will produce solutions and proposals for the aforementioned documents, and present them to the members of the STEM working group during four 4 four-day working meetings. The expert group will produce the final versions of the documents in accordance with the recommendations of the STEM working group, Project Advisory Board (PAB) and wider community through consultation sessions.

³ The Memorandum of Understanding was not developed and sent to the Ministry of Civil Affairs of BiH since Save the Children has the MoU signed with it for an unlimited period of time, neither to the Ministry of Education and Culture of RS since a separate meeting where the Project would be presented in detail was asked for by the Minister, therefore it was considered more beneficial to discuss the MoU with the Ministry of Education and Culture of RS subsequent to this meeting.

STEM working group will include the representatives of the relevant institutions and organizations: universities (Faculty of Natural Sciences and Mathematics of the University of Sarajevo, Faculty of Natural Sciences and Mathematics and Pedagogical Sciences of the University of Mostar), Ministry of Civil Affairs of BiH, Agency for Pre-primary, Primary and Secondary Education, Agency for Development of Higher Education and Quality Assurance of BiH, representatives of Entity and Cantonal Ministries of Education, Department of Education of the Brcko District, pedagogical institutes, as well as representatives of the civil society organizations (CIVITAS), international organizations (UNICEF) and organizations for international cooperation (OSCE) which are expected to review the quality, relevance and applicability of the solutions and proposals presented by the core expert group, and which will give recommendations and guidelines on the content and format of the produced materials during four 4 four-day working meetings in February, April, June and July 2017.

The ENABLE-BiH project team, sent the Request for the Appointment of the STEM working group members to all these institutions and organizations. The Request for the Appointment of the STEM working group member and Terms of Reference for the STEM working group member was composed in the way to ensure that appointed representatives have the necessary knowledge and expertise due to their professional, scientific-research, advisory and/or practical work and engagement in the educational-pedagogical process in the primary and general secondary schools. More specifically, it was requested that the STEM working group members have participated in the working groups for development of the Common Core Curriculum defined on the learning outcomes for primary and secondary education, have necessary qualifications and/or practical experience in educational-pedagogical areas relevant for STEM subjects (My Environment, Nature, Mathematics, Biology, Chemistry, Physics, Geography, Informatics, Basic Technology, Technical Culture etc.), knowledge of the STEM principles in the world and models of learning and teaching by which STEM skills are being integrated with the aim of achieving deeper understanding of the foundational concepts and better applicability of knowledge.

The criteria were set in this way to ensure that the STEM working group can provide substantial, constructive inputs and comments to the produced documents that will increase their adjustment and subsequent implementation in the local context. 27 institutions appointed their representatives for the STEM working group and the STEM working group has been established, with three pending appointments.

2. Organizing and Conducting the STEM Fact-finding Mission by the US Experts

From December 12-16, 2016, the ENABLE-BiH project team organized a fact-finding mission for the US STEM and PPDM experts from the partner consulting firm from the US, Miske Witt & Associates (MWAI). Dr. Shirley, MWAI President & CEO, Dr. David Wagner, Professor of Mathematics Education and Associate Dean, University of New Brunswick, Dr. David Pimm, Professor at the University of British Columbia and Dr. Katherine Ramage, Senior Consultant attended the mission.

During the STEM and PPDM fact-finding mission the US expert team and ENABLE-BiH project team had a total of 13 meetings and met 35 relevant stakeholders from whom they obtained key inputs and information needed for the initial development of the Draft OTC for STEM proficiencies based on CCC and PPDM Teaching Standards and Operational Guidelines, as well as overview of the structures, authorities and educational organizations in BiH.

In regards with the STEM pillar of the Project, the fact-finding mission was primarily aimed at determining the state of the STEM curriculum and classroom teaching practices in BiH and to review the relevant documents regarding learning outcomes-based Common Core Curricula (CCC) in Mathematics, Science, Technology and Engineering. The objectives of the mission in regards with STEM were for the US expert team to gain insight into the practices of Science and Mathematics teaching and learning in BiH in primary and general secondary education, and into stakeholders' understandings of STEM.

In order to accomplish this, meetings with the representatives of the following institutions and organizations were held: Ms. Rahela Džidić, US Embassy Sarajevo and Mr. Marinko Šakić, USAID; Ms. Sanja Kabil, UNICEF Sarajevo, Mr. Dane Malešević, Ministry of Education and Culture of the RS; Ms. Aleksandra Krstović, OSCE, BiH; Mr. Mustafa Memić, Mr. Senad Odžak, Mr. Samir Đug, Ms. Azra Gazibegović-Busuladžić, Mr. Nusret Drešković, Ms. Meliha Zejnilagić-Hadžić, Mr. Vanes Mešić and Ms. Dina Kamber, Faculty of Science and Mathematics of the University of Sarajevo; Ms. Zora Pilić, Ms. Sanja Tipurić-Spužević, Ms. Svjetlana Stanić-Koštroman, Ms. Slavica Brkić, Ms. Ivana Mišković, Mr. Dragan Škobić, Mr. Tomislav Volarić, Mr. Emil Brajković and Ms. Jelena Šimunović, Faculty of Science, Mathematics and Education of the University of Mostar; Mr. Dejan Balić, Japan International Cooperation Agency and Ms. Jadranka Mihić, EU Delegation to BiH.

The expert team from the US drafted a set of questions related to policy and practice for STEM subjects, that were sent prior to the meetings in order to enable the representatives of the visited institutions and organizations to better prepare for the meetings and discussion. There were common themes in the sets of questions due to which the expert team gained pertinent information about any one topic from more than one meeting. Other topics that were not included in the questioner were explored during the meeting based on the information provided during a particular meeting. As the fact-finding mission progressed, individual comments and observations reinforced and underscored earlier conversations. In addition, every meeting contained new topics that had not been discussed previously due to the specific mandate and scope of work of each institution or organization.

The meeting with Ms. Rahela Džidić, US Embassy and Mr. Marinko Šakić, USAID provided the US experts with a broad and significant overview of specific educational features and issues in BiH. It was pointed out that STEM as such does not exist and that its introduction will be a great change for the BiH educational system and a great potential as well. It was also pointed out that STEM needs to be explained as an integrated model using holistic approach and not something new, and that Ministries of Education from all government levels need to be involved in the project. It was added that there is a growing and responsible IT community in BiH that could also be useful for the project at later stages.

Ms. Aleksandra Krstović, OSCE Mission to BiH, provided an in-depth insight in “categorized teaching” as one of the main characteristics and constraints on the school system. Another is a great variation across cantons and two entities in terms of time allocation of school subjects and requirements. Classification of knowledge matches and is identified with the profession, while subject classification is not related to the needs of the market. Therefore, there is a narrow and closed environment in schools, as subjects are separated and discrete. On the policy level it is important to change curriculum, but some ministries do not see the need for that in many aspects,

considering that the existing one is good. STEM needs to be presented as more interesting for students, and less pressuring for teachers, since they are facilitators in the learning process.

Ms. Sanja Kabil, UNICEF BiH, explained that UNICEF supports PISA testing in BiH and that the decision to participate in PISA 2018 was related to the application to join the EU. She informed about UNICEF's current focus on schools and social inclusion of students with disabilities of which STEM education needs to be cognizant. She added that UNICEF also works on enhancing early learning or preschool education (3-6 years old) which should be considered for introducing STEM in a very simple and foundational way.

In the meeting with the Minister of Education and Culture of RS, the expert team learned the specificities of education in RS and its variations from the Federation in relation to STEM; the particularities and modernization of courses, and the role and activities of the Pedagogical Institute (PI), which is closely linked to the RS Ministry of Education. There was a discussion on the nature and extent of in-service education and how teachers are not adequately prepared for substantial changes, such as this project might entail. The biggest challenge was seen as preparing teachers for change (helping them see that they need to make plans that consider the students and placing them at the very center of the educational process).

Meeting with members of the Faculty of Natural Sciences and Mathematics, University of Sarajevo provided thorough explanation of the science subject curricula at the university and schools. There is significant attrition in the programs that develop teachers. Faculty instructors noted that TIMMS 2007 surveys said that one-fifth of BiH students reported they had never seen an experiment, and one-third had never done one. Practical level or hands-on approach in classrooms is quite low, even though it is stated as mandatory in the curriculum.

Mr. Dejan Balić, JICA, described an extensive school-based IT project that has slowly spread across all gymnasias in the country, as well as all mixed secondary schools. He underlined that the curriculum can only be harmonized, not equalized as school and teachers can make 10% change of it. He said that CCC is most helpfully seen as a document that describes the intersection of content and practices, rather than a new vision for what should be done.

Representatives of the Faculty of Natural Sciences and Education, University of Mostar, stressed curricular fragmentation and this is what the ENABLE-BiH project relates to – the need for harmonizing science and mathematics curricula, and also for recognizing disciplinary similarities. Interactive educational approach in BiH is in general neglected – in programs and in practice. Interdisciplinary teaching in general is challenging. This largely refers to the students, and their opportunities and capabilities to be employed later on, because the market is not adjusted to these new programs – they prefer separated and “pure” subjects as it has been so far, by using already adopted systematization. Moreover, the systematization does not follow the needs of the market. All these are factors that will require more efforts for the recognition of the STEM approach.

Ms. Jadranka Mihic, EU Delegation to BiH explained that much of educational discussion occurred in the light of the triggered application process to join the EU. STEM was seen as a high priority, with not enough students going in to STEM subjects, and a priority for the whole region is to improve teacher training. Ms. Mihic identified the lack of recognition for the teaching profession, and of the professional development of teachers. There is a need for retraining teachers and additional training

for teachers, yet in the light of a teacher surplus due to diminishing student numbers. There is a lack of recognition and accreditation of the teacher training.

Some of the key findings, inputs and recommendations, as well as possible challenges, that were obtained during the STEM fact-finding mission include:

- In general, there is a need for more inquiry-based approaches in education across the grade levels;
- Formal, traditional and theoretical aspects of teaching are predominant in the BiH education system;
- At all levels of education, an interdisciplinary, interactive approach is missing, to which STEM can provide a strong instance;
- Textbooks are a leading tool for organizing teaching/teachers in BiH. Teachers ‘deliver the curriculum’ rather than ‘achieve outcomes’, so increasing focus on learning outcomes will need to be placed a far greater emphasis on;
- There is a very strong maintenance of subject boundaries (both as marked in the school system and as embodied by school teachers) which is a specific and STEM-significant characteristic of education in BiH;
- There is a narrow and closed environment in schools, as subjects are separate and discrete;
- There is significant attrition in the programs that develop teachers and support their life-long learning;
- In any given locale, the curriculum is highly prescribed, subjects are separated and it is hard to see how to interlink them, and the classification is not linked to the needs of the market;
- One of several challenges facing STEM curricular adoption is the early specialization of ‘science’ into subjects from grade 5 onwards (grade 6 in RS), taught by specialist teachers, who can only teach ‘their’ subject, and who have to find a second or even third school in which to teach their subject to make up the full-time teacher hours, rather than teaching some hours of a second subject, with small numbers (2 or 3) of hours per week for each subject.

The STEM fact-finding mission, along with the relevant written materials (among which the teaching plans and programs and STEM subjects-curricula across the country) which were sent to the US expert team prior and subsequent to the mission, provided them with extensive information, as well as possible caveats, necessary for the next steps of drafting the OTC for STEM proficiencies based on CCC, and accompanying documents, that will primarily be discussed and reviewed with the local expert group from BiH and then with the extended working group during four working meetings.

C) DEVELOPMENT OF STANDARDS AND OPERATIONAL GUIDELINES FOR PPDM RELATED COURSES ACROSS ALL TEACHER STUDY PROGRAMS

I. Setting the Working Group for PPDM Related Courses with Relevant Sub-Group

Similar to the above described STEM working group, setting of the PPDM working group is envisioned under the PPDM pillar of the Project. The primary task of the PPDM working group, led by the team of local and international experts, is development of the Standards and Operational Guidelines for PPDM as well as of the framework training program and certification of the university professors for the educational PPDM modules.

The expert team will present draft documents to the extended PPDM working group during three working meetings for their initial review, inputs and comments. PPDM working group will be composed of the representatives of the following institutions and organizations: University of Sarajevo, Banja Luka, Zenica, Mostar and Tuzla, Agency for Development of Higher Education and Quality Assurance of BiH, civil society organizations (CIVITAS, OSF BiH, Center for Initial Education “Step by Step”) who will review and discuss quality, relevance and applicability of the solutions and proposals provided by the expert team, and give inputs and recommendations on the format and contents of the produced documents.

Members of the PPDM working group will provide recommendations and guidelines to the expert PPDM team in regards with the development of the Standards and Operational Guidelines for PPDM, and for the development of the framework program and certification of the university professors for the PPDM educational modules.

The request for appointment of the PPDM working group members, that the ENABLE-BiH project team sent to the aforementioned institutions, highlighted that that the group’s members need to have a thorough understanding and deep insights into the reform of the education system in BiH, particularly at the university level, knowledge on the content and extent of the existing programs of the initial teachers’ education, as well as the level of their harmonization with the modern European trends and the reform of the curriculum for preschool, primary and secondary education, knowledge on the quality of practical teaching part within the initial teachers’ education, have practical and/or theoretical experience in the applicability of PPDM knowledge and skills in the teaching process in primary and secondary schools i.e. the quality of teachers’ competences acquired during their initial education. Furthermore, it was required that the members of the PPDM working group have the knowledge on defining standards of the education quality, qualifications, expertise and certification of the education providers, as well on the process of accreditation of the higher education institutions and certification of the university professors for the PPDM courses.

All the institutions to which the Request for the Appointment of the PPDM working group members was sent, appointed their representatives in accordance with the required qualifications and competences. Therefore, the extended PPDM working group has been established and the first working meeting with the expert group is planned in March, 2017.

2. Organizing and Conducting the PPDM Fact-finding Mission by the US Experts

As noted previously, from December 12-16, 2016, in addition to the STEM fact-finding mission, the US expert team, with the support of the ENABLE-BiH project team also conducted the PPDM fact-finding mission. The mission aimed to review the existing curriculum and practices in the PPDM area, and to understand the practices and processes of initial (pre-service) teacher education in relation to PPDM. This would provide the foundation for the analysis of the BiH context and proposal how to introduce new research-based strategies and classroom practices for teacher educators and for teacher education students based on drawing experiences and inputs from the proven and dependable international practices that will ultimately result in improved learning outcomes.

For this purpose, the meetings with the representatives of the following institutions and organizations were held: Ms. Daria Duilović, MoCA; Ms. Ksenija Kondali, Mr. Nermin Đapo, Mr.

Amir Pušina, Ms. Snježana Šušnjara, Ms. Anida Sadiković, Faculty of Philosophy of the University of Sarajevo; Mr. Brane Mikanović, Mr. Mile Ilić, Mr. Nenad Suzić and Ms. Tatjana Mihajlović, Faculty of Philosophy of the University of Banja Luka; Mr. Enver Halilović Agency for Development of Higher Education and Quality Assurance of BiH; Ms. Dženana Trbić, Open Society Foundation BiH and Ms. Jadranka Mihić, EU Delegation to BiH.

Similar to the simultaneous STEM fact-finding mission, expert team from the US drafted a set of questions related to policy and practice for PPDM university courses that were sent prior to the meeting in order to enable the representatives of the visited institutions and organizations to better prepare for the meetings and discussion.

Ms. Duilović, MoCA, provided an overview of the structures, authorities and educational organizations in BiH, explaining that MOCA is the only body with a coordinating authority at the state level. Ms. Duilović explained the students' competences based on the learning outcomes, noting engineering in primary and secondary education does not currently exist and that this segment of STEM will need to be adjusted to BiH curricula.

Representatives of the Faculty of Philosophy, University of Sarajevo, informed the US expert team about aspects of PPDM (structure for training teachers and the role of a school pedagogue in supporting other teachers in pedagogic understanding). Observations were made about the theoretical nature of much schooling and how relatively little practical experience students have. The structure, contents and length of the additional pedagogical training for the students not graduating at Teachers' universities or PPDM department, but who want to teach in schools were explained.

Representatives of the PPDM Department, Faculty of Philosophy, University of Banja Luka, pointed out that BiH education needs to focus much more on student learning rather than teaching. CCC is not well positioned in regards to tasks, outcomes and goals, however the biggest problem remains in the textbooks – they are too old, written without consultation with PPDM experts and not synchronized with the new scientific research.

Dr. Enver Halilović, HEA, described in detail the approval and accreditation processes, provision of guidelines and directions in regards to the quality and development of education, as well as certification of universities. The latter is of a particular interest for the PPDM component.

MS. Dženana Trbić, OSF BiH, explained that educational reform was done differently in different parts of BiH and at different time. Even though APOSO was established, education is not based on state level but on lower levels and that causes the problem. In reality, it results with different curricula, different capacities of teachers and no mobility for students (or teachers), therefore it is highly important that the project includes the whole country and state level educational institutions.

Some of the key findings, inputs and recommendations, as well as possible challenges that were obtained during the PPDM fact-finding mission, were the following:

- There is a prevailing theoretical nature of much PPDM schooling and relatively little practical experience students receive during their initial education;
- Teachers require a problem-based, context-based, research-based and systems-based pedagogy;

- Textbooks are very traditional and out of date, but teachers tend to follow them more than curricula;
- There are no rigorous admission criteria for teacher candidates and some are among the weakest secondary school applicants;
- Teacher induction consists of a one-year “internship” followed by a professional examination;
- The structure of university-based teacher education mirrors much of that of the schools, not least in terms of lower primary teachers (years P1–P4) being trained in one faculty, while upper primary (years P5–P9) and secondary (S1–S4) teachers are trained in a common subject-based environment, both for content courses and teaching-related courses; the rigid subject divisions is present at this level as well;
- There is a serious lack of recognition for the profession of teaching which results in low-performing students enrolling Teachers’ faculties or opt for a teaching career upon completing the university (which is also caused by the lack of job-opportunities in the field for which a graduate is qualified);
- There is a lack of the professional development of teachers;
- There is a need for retraining of others as teachers and additional training for teachers;
- There is the challenge of the low professional status of teachers, of teachers not having the highest academic qualifications, and of students moving from university to university if courses are experienced as too challenging;
- There is a diminishing teacher/student ratio; for the last seven years, while the population has decreased the number of teachers has increased.

With the first-hand and on-the spot obtained information, supplemented with extensive materials related to PPDM practices and courses across different universities and departments in BiH, the US team expert was provided with a foundation for development of the draft Standards and Operational Guidelines for PPDM related courses, that will first be discussed and reviewed with the local PPDM experts and subsequently with the extended working group for PPDM.

D) MONITORING AND EVALUATION

In accordance with the Cooperative Agreement, Save the Children in North West Balkans (SCI NWB) developed Monitoring and Evaluation Plan in cooperation and with the support of the USAID. ENABLE-BiH Project Manager and MEAL Specialist attended an M&E training session provided by the MEASURE-BiH Activity staff, as of November 2, 2016 which provided very useful guidelines and recommendations on modifications of the log-frame and development of the rest of the M&E plan, as well as introduction to using the BiHPerform Online Platform.

SCI NWB established a Monitoring, Evaluation, Accountability and Learning (MEAL) system for quality programming at the beginning of 2015. The existing MEAL system of SCI NWB Country Office program has evolved through the rolling-out processes implemented within 5 projects. This provided basis and space to expand the MEAL approach across full spectrum of country office programming. In the first half of 2016, 100% SCI NWB projects have been monitored as compared to 27% in 2015. The monitoring results are rigorously followed through action points for course correction using MEAL plan. In coordination with implementation staff, all MEAL plans and monitoring checklists were checked highlighting indicators and output results.

Based on this, SCI NWB MEAL Specialist first provided the ENABLE-BiH team with an in-house MEAL training to ensure deeper understanding of indicators, means of verification, frequency of data collection, how data can be used to inform decision making, reporting requirements and deadlines, proposed monitoring activities and tools, evaluation requirements, accountability elements as well as learning opportunities.

In cooperation with the Project Manager and Project Coordinator, MEAL specialist developed the **Action Plan Tracker** that has been maintained by MEAL Specialist, Project Manager and Project Coordinator on a monthly basis and quarterly basis to analyse the status of action points and determine if they have been achieved or not, if the activities have been carried out on schedule and within budget, if there are any potential issues with schedule or budget, or if there are serious issues and the project activities will probably be delayed or have significant budget overrun. We will continue to use this tool over the course of this project.

Quality benchmarks of service delivery and outputs/outcomes based on the relevant reference values that will ensure quality of the activities, were also developed. The quality standards were regularly applied and monitored (prior to, during and subsequent to each of the conducted activities) and Quality Benchmarks Table was regularly updated serving as a tool to closely monitor, evaluate and improve the next activities if needed and maintain the required standards. Quality Benchmarks Table is attached as **Annex I** to this report.

Indicator Tracker was developed to monitor lower-level output/outcome indicators (out of which most have not been included in the M&E plan) and achievement of the targets. Indicator Tracker was used and updated regularly for these purposes. Indicator Tracker is attached as **Annex 2** to this report.

Field Monitoring Report template as well as **The Story of the Month/Success Story** templates were developed, but were not used during the reporting period, as the activities did not foresee anything that would require field visits and that would result in Field Monitoring Report or Success Story. However, MEAL Specialist's field visits and checks are already planned for the next quarter when the working meetings of the STEM and PPDM groups will take place.

As required in the M&E Plan, INDICATOR PERFORMANCE TRACKING TABLE is attached to this report as **Annex 3**, even though the stated indicators are not relevant for the first quarter of the project implementation.

E) PROJECT OPERATIONS

I. Human Resources

The ENABLE-BiH project team consists of Project Manager (100% work-time), Project Coordinator (100% work-time) and Project Assistant (50% work-time). Project Manager, Tatjana Slijepčević, was appointed by Save the Children in North West Balkans (the main project implementer) and approved by Save the Children US (the main applicant) and started working as of October 3, 2016. The vacancy opening for Project Coordinator and Project Assistant were published in September 2016, following the Cooperative Agreement signing as of September 26, 2016. The call for both

vacancies was published on Save the Children web-site and circulated through NGO networks and job portals in order to ensure wide outreach of the potential job applicants. After the first selection of vacancy applications for both positions, six candidates per each position were invited to take a one-hour written test at Save the Children premises. Based on the test results, three candidates per vacancy were invited for the interview. In accordance with the standard procedures of Save the Children, interviews were conducted by the panel consisting of Finance and Support Services Manager, Program Implementation Manager/Director of Programs and Project Manager. The questioner used during the interview included questions related to general program implementation, operations and technical matters, as well as questions related to matters specifically related to the ENABLE-BiH project and field of education. Candidates were assessed and ranked independently by each member of the interview panel and candidates with the highest scores were selected. For the position of Project Coordinator, Ms. Sanja Handžar was selected and started working as of November 7th, 2016, while for Project Assistant, Ms. Maja Čvoro was selected and started working as of November 14th, 2016. Both candidates completed mandatory induction during the first week which provided the presentation of the operations of each department and thematic unit within Save the Children as well as a detail presentation of the ENABLE-BiH project.

Project Manager completed and passed her three-month probation period as of January 3, 2016, while probation period for the Project Coordinator and Project Assistant expire as of February 7 and February 14, 2017 respectively.

The ENABLE-BiH project team is also supported and provided with necessary guidance by the Save the Children Country Office senior leadership team and its technical and operational expertise in regards with education area, finance, advocacy, media and communication, monitoring and evaluation, and procurement if needed. In particular, **Program Implementation Manager** is engaged in the ENABLE-BiH project (25% work-time). As Program Implementation Manager leads on the delivery of high quality program, she is responsible for ensuring technical and operational quality of the Project implementation. Program Implementation Manager's responsibility includes keeping special emphasis on strategic positioning of the Project, synergy with other education projects and activities, especially those related to Student Learning Outcomes and utilizing existing relationships with educational authorities and networks for the benefit of the Project and its purpose. Program Implementation Manager is key to bringing together all stakeholders for the successful achievement of the Project objectives, due to her high level of involvement in development and implementation of learning outcomes through SC's programs.

2. Procurement

Within the initial and preparatory project activities IT equipment (two laptops with supporting software and hardware and printer) was purchased as well as office equipment (two tables, two chairs and two cabinets) for Project Manager and Project Coordinator. The equipment was purchased in accordance with the Save the Children standard procurement procedures.

SECTION TWO - PROJECT IMPLEMENTATION CHALLENGES

Considering that the reporting period has covered the initial phase of the Project implementation during which a majority of preparatory project activities took place, no significant challenges were faced. The only challenge that can be noted is the fact that the Ministry of Education and Culture of the Republic of Srpska has not appointed a representative for the Project Advisory Board (PAB) upon the Request for Appointment sent to the Ministry by Save the Children, along with the accompanying documents - Project Summary and Role and Responsibilities of the Project Advisory Board members. However, during the meeting at the Ministry of Education and Culture of the Republic of Srpska which was held during the fact-finding mission conducted by the US consultants from the Project partner, Miske Witt & Associates and the ENABLE-BiH project team, the Minister expressed his interest in organizing a separate meeting where the ENABLE-BiH project team would present the Project in more detail to the relevant staff of the Ministry and other relevant stakeholders. It is presumed that the result of this meeting could be appointment of the Project Advisory Board member on behalf of the Ministry of Education and Culture of the Republic of Srpska as well as signing of the Memorandum of Understanding. Regardless of the lack of the appointment of the Project Advisory Board member, the minutes from the first meeting of the PAB held on December 20, 2016 were sent to the Ministry in order to keep them informed on the PAB activities.

SECTION III – MAJOR ACTIVITIES PLANNED FOR NEXT QUARTER

PROJECT ACTIVITIES

No.	Activity
1	Finalization of setting the local STEM and PPDM expert groups with 8 and 2 members respectively
2	First meeting (in-person or virtual) of the US and local STEM experts to discuss first draft of the Operational Teaching Curriculum for STEM proficiencies based on the Common Core Curriculum
3	Finalization of setting the working groups for STEM composed of 40 members
4	Organizing and holding first four-day meeting of the STEM working group to discuss first draft of the Operational Teaching Curriculum for STEM proficiencies based on the Common Core Curriculum among the expert and extended STEM working group
5	Revision of the Operational Teaching Curriculum for STEM proficiencies based on the Common Core Curriculum by the US and local experts based on the inputs obtained during the first meeting of the STEM working group
6	First meeting (in-person or virtual) of the US and local PPDM experts to discuss first draft of the Standards and Guidelines for the PPDM related courses
7	Organizing and holding the first meeting of the PPDM working group to discuss and revise the first draft of the Standards and Guidelines for the PPDM related courses among the expert and extended working group
8	Revision of the first draft of the Standards and Guidelines for the PPDM related courses based on the inputs provided from the extended PPDM working group

MONITORING AND EVALUATION

No.	Activity
1	Collect data relevant for monitoring and evaluation during the first meeting of the US and local STEM experts to discuss first draft of the Operational Teaching Curriculum for STEM proficiencies based on the Common Core Curriculum
2	Collect data during the first four-day meeting of the STEM working group to discuss first draft of the Operational Teaching Curriculum for STEM proficiencies based on the Common Core Curriculum among the expert and extended STEM working groups Field visits by the MEAL specialist to the meeting of the STEM working group to ensure that quality is in accordance with the standards and set benchmarks

3 Collect data during the first meeting of the US and local PPDM experts to discuss first draft of the Standards and Guidelines for the PPDM related courses

4 Collect data during the first PPDM working group to discuss and revise the first draft of the Standards and Guidelines for the PPDM related courses among the expert and extended working group

Field visits by the MEAL specialist to the meeting of the PPDM working group to ensure that quality is in accordance with the standards and set benchmarks

5 Use the management information system (MIS) for data storage, management, and analysis, and disaggregate data according the gender, age group and location

6 Periodic spot checks by SC MEAL Specialist on activity tracking sheets to ensure accuracy

7 Regular monthly meetings of the MEAL Specialist, Project Manager and Project Coordinator to assess if all the activities are conducted in accordance with M&E/MEAL plan

PROJECT OPERATIONS

No. Activity

1 Monitor project expenditures against the projections to make sure they are in line with budgeted amounts

2 Develop contracts for each of the STEM experts with accompany documentation, signing of the contracts by the experts and payment of the first installment for the STEM expert engagement

3 Develop contracts for each of the PPDM expert with accompany documentation, signing of the contracts by the experts and payment of the first installment for the PPDM expert engagement

4 Communicate with Save the Children US to check if the installments to the Project partner are paid in accordance with the Agreement

5 Develop, design and/or print visual and promotional materials for the Project (roll-ups, notebooks, bags, folders, pens and USB sticks)

6 Regular communication and coordination with the project partner, Miske&Witt and Associates

7 Updates of the webpage and/or social media on the relevant events and/or project activities

8 Continue to support all technical components of the project

ANNEXES

ANNEX I – Quality Benchmarks

Quality Benchmarks in 2016 and 2017 Project: ENABLE (USAID)

Quality Benchmarks	Achievement			Major constraint/ issues/ gap (to be filled if achievement is partly met & not met)	Recommended improvement
	Met	Partly	Not met		
Project Management					
Finalize recruitment of key staff and procurement of office equipment					
Benchmark 1					
ToR prepared and published (Coordinator and Assitant)	x				
Benchmark 2					
SCI standardized recruitment process finalized	x				
Benchmark 3					
Project manager, Project coordinator and Project assistant recruited	x				
Project Management					
Set up Expert Working Group for STEM and Expert Working Group for PPDM					
Benchmark 1					
The selection of the STEM and PPDM expert group was conducted via a public call	x				
Benchmark 2					
The Expert working group members are selected upon specific documented criteria (motivation letter, CV, face-to-face meeting etc.)	x				
Benchmark 3					
The Expert working group members are informed at least 5 days prior to the first meeting	x				
Benchmark 4					
	x				

PPDM Expert working group consists of 2 members and STEM expert working group consists of 8 members					
Project Management					
Set up a Coordination Mechanism for ENABLE -Project Advisory Board (PAB) with relevant B-H institutions (MoCA, APOSO, HEA, Federal MoE, MoE RS etc.) to ensure ownership over the intervention and hold regular periodical meetings					
Benchmark 1					
PAB members are selected upon specific documented criteria	x				
Benchmark 2					
The PAB members are informed at least 5 days prior to the first meeting	x				
Benchmark 3					
PAB consists of members from relevant institutions: MoCA, APOSO, HEA, Federal MoE, MoE RS, Cantonal MoEs and Department of Education of the Brcko District		x		The only challenge that can be noted is the fact that the Ministry of Education and Culture of the Republic of Srpska has not appointed a representative for the Project Advisory Board (PAB) upon the Request for Appointment sent to the Ministry by Save the Children, along with the accompanying documents - Project Summary and Role and Responsibilities of the Project Advisory Board members.	However, during the meeting at the Ministry of Education and Culture of the Republic of Srpska which was held during the fact-finding mission conducted by the US consultants from the Project partner, Miske Witt & Associates and the ENABLE-BiH project team, the Minister expressed his interest in organizing a separate meeting where the ENABLE-BiH project team would present the Project in more detail to the relevant staff of the Ministry and other relevant stakeholders. It is presumed that the result of this meeting could be appointment of the Project Advisory Board member on behalf of the Ministry of Education and Culture of the Republic of Srpska as well as signing of the Memorandum of Understanding. Regardless of the lack of the appointment of the Project Advisory Board member, the minutes from the first meeting of the PAB held on December 20, 2016 were sent to the Ministry in order to keep them informed on the PAB activities.

Project Management					
Prepare and sign MoUs with APOSO and HEA and other governmental and institutional partners (cantonal ministries of education and Universities/Schools)					
Benchmark 1					
Partners selected based on agreed criteria for selection	x				
Benchmark 2					
Partners are given minimum information about the project/activity in sent letters and/or during the meetings	x				
Benchmark 3					
MoU's are in line with current laws and legislations as well as international standards	x				
Benchmark 4					
All relevant actors are informed in timely manner about contents of the document	x				
IR I: Develop Operational Teaching curricula for STEM based on existing Student Learning Outcomes and the Common Core Curricula					
Set up a Working Group for STEM based OTC development with relevant sub-groups for 3 triades (9 grades) and secondary general education (up to 40 participants)					
Benchmark 1					
Working group members are appointed upon specific documented criteria (all members are officially recommended by relevant institutions)	x				
Benchmark 2					
Working Group for STEM based OTC development consist of at least 32 participants (80% of planned)	x				
IR I: Develop Operational Teaching curricula for STEM based on existing Student Learning Outcomes and the Common Core Curricula					
Fact-finding mission by the US experts/STEM partner to carry out a series of meetings with stakeholders and gather information from the ground					
Benchmark 1					
Provide relevant documentation to STEM and PPDM experts from the partner consulting firm from the US, Miske Witt & Associates	x				
Benchmark 2					
Hold at least 10 meetings with min. 30 stakeholders	x				
Benchmark 3					
Determine the state of the STEM curriculum and classroom teaching practices	x				
Benchmark 4					
Key findings are summerized	x				

IR2: Design Standards and Operational Guidelines for Implementing PPDM-related courses across all teacher studies programs					
Set-up WG for PPDM related courses with relevant sub-groups					
Benchmark 1					
Working group members are appointed upon specific documented criteria (all members are officially recommended by relevant institutions)	x				
Benchmark 2					
PPDM WG consists of up to 20 members	x				
IR2: Design Standards and Operational Guidelines for Implementing PPDM-related courses across all teacher studies programs					
Fact finding mission by US experts/PPDM partner to carry out a series of meetings with stakeholders and gather information from the ground					
Benchmark 1					
Provide relevant documentation to PDM experts from the partner consulting firm from the US, Miske Witt & Associates	x				
Benchmark 2					
Hold at least 10 meetings with min. 30 stakeholders	x				
Benchmark 3					
Determine the state of the STEM curriculum and classroom teaching practices in BiH	x				
Benchmark 4					
Key findings are summerized	x				

ANNEX 2 – Indicator Tracker

Indicator	Responsibilities	Overall Target	Target progress January 2017	Target progress February 2017	Target progress March 2017
# hired staff members (Act. PM 1.1.)	Project Coordinator/ Project Manager	3	3		
# of expert working groups (STEM) - (Act. PM 1.2.)	Project Coordinator/ Project Manager	1	1		
# of expert working group members (STEM) (Act. PM 1.2.)	Project Coordinator/ Project Manager	8	8		
# of expert working groups (PPDM) (Act. PM 1.2.)	Project Coordinator/ Project Manager	1	1		
# of expert working group members (PPDM) (Act. PM 1.2.)	Project Coordinator/ Project Manager	2	2		
# of PAB established (Act. PM 1.3.)	Project Coordinator/ Project Manager	1	1		
# of PAB members engaged (Act. PM 1.3.)	Project Coordinator/ Project Manager	16	15		
# of MoUs prepared (Act. PM 1.4.)	Project Coordinator/ Project Manager	19	19		
# of MoUs signed (Act. PM 1.4.)	Project Coordinator/ Project Manager	20	9		
# of Working Group for STEM based OTC development with relevant sub-groups for 3 triades established (Act. R 1.1.)	Project Coordinator/ Project Manager	1	1		
# of prepared and sent requests for the appointment of extended STEM working group members (Act. R 1.1.)	Project Coordinator/ Project Manager	30	30		
# of Working Group for STEM based OTC members (Act. R 1.1.)	Project Coordinator/ Project Manager	40	40		
# meetings within STEM and PPDM fact finding mission activity organised (Act. R 1.2. & Act. R 2.2.)	Project Coordinator/ Project Manager	13	13		
# of WG for PPDM related courses with relevant sub-groups established (Act. R 2.1.)	Project Coordinator/ Project Manager	1	1		
# of WG for PPDM related courses members (Act. R 2.1.)	Project Coordinator/ Project Manager	20	25		

ANNEX 3 – ACTIVITY INDICATOR PERFORMANCE TRACKING TABLE (IPTT)

INDICATOR NUMBER AND NAME	DEFINITION	UNIT OF MEASURE	DISAGGREGATION	OVERALL ACTIVITY BASELINE		REPORTING PERIOD 1		REPORTING PERIOD 2		...		LIFE OF ACTIVITY		Explanation of Deviation in Comparison to Targets			
				Date	Value	Calculation base for the reporting period, if applicable	Target	Actual	Calculation base for the reporting period, if applicable	Target	Actual	End of Activity Target	% Target Achieved				
Number of educational institutions with executive authority to which draft Operational Teaching Curricula for STEM proficiencies based on CCC has been recommended to for endorsement by the Ministry of Civil Affairs	Recommendation is without legal force but are negotiated and voted on according to the appropriate procedure. Though without legal force, it does have a political weight. The Recommendation is an instrument of indirect action aiming at preparation only by the absence of obligatory power. Ministry of Civil Affairs of BiH will publicly declare support to Draft Operational Teaching Curricula for STEM proficiencies based on Common Core Curriculum and Implementation Guidelines and recommend it to relevant education institutions countrywide. In particular, relevant education institutions are 12 as follows: 10 cantonal educational MoEs,, RS: MoE RS and BD: Department of Education in Brčko District.	Institution	TOTAL	06/2016	0			0	0			12	0		12		
			BiH	06/2016	0			0	0			0	0		0		
			Federation BiH	06/2016	0			0	0			10	0		10		
			Republic of Srpska	06/2016	0			0	0			1	0		1		
			District of Brčko	06/2016	0			0	0			1	0		1		

Number of teacher study programs (faculties) adopting standards for pre-service education of teachers in PPDM and Operational Guidelines	preservice education” is the first crucial stage in a teacher’s professional journey. It lays the foundations of a professional mindset and provides the new teacher with a basic toolbox to make meaningful learning happen in the classroom. “Adopt” means “to accept” or to “make use of” adjusted curricula for preservice education of teachers in PPDM and Operational Guidelines in 4 universities in Sarajevo, Zenica, Mostar and Tuzla.	University					TOTAL	06/2016	0			0	0			4	0		4
		District of Brčko	Republic of Srpska	Federation BIH	BiH														
Number of key stakeholders from relevant education institutions involved in development of draft Operational Teaching Curricula for STEM proficiencies based on Common Core Curriculum and Implementation Guidelines	Involved,, includes persons directly included in development of Draft Operational Teaching Curricula for STEM proficiencies based on Common Core Curriculum and Implementation Guidelines, thus persons from WG and from relevant BiH institutions (MoCA, APOS0, HEA, cantonal MoEs, MoE RS and FBiH, Department of Education in Brcko District)	Person		TOTAL	06/2016	0				40	0			0	0			40	
		Female	Male	06/2016	0			19	0			0	0			19			
		06/2016	0			21	0			0	0				21				

			TOTAL	06/2016	0			40	0			0	0		40		
			Countrywide	06/2016	0			40	0			0	0		40		
Number of documents related to draft Operational Teaching Curricula for STEM proficiencies based on Common Core Curriculum developed (OTC, Implementation Guidelines, Teachers Training Manuals)	Documents developed means document has been prepared and developed by relevant ENABLE BIH Working group and approved by the PAB	Document	TOTAL	06/2016	0			3	0			0	0		3		
			BIH	06/2016	0			3	0			0	0		0		
Number of teachers/educators/teaching assistants/representatives of relevant education institutions trained	Training program for educational professionals (for roll-out the new Operational Teaching Curricula for STEM). To be trained requires that trainees meet competition requirements of the structured training program as defined by the ToT program offered. To be counted here training must be specific ToT and people trained are counted here.	Person	TOTAL	06/2016	0			0	0			25	0		25		
			Male	06/2016	0			0	0			14	0		14		
			Female	06/2016	0			0	0			13	0		13		
			TOTAL	06/2016	0			0	0			25	0		25		

			Federation BIH	06/2016	0			0	0			13	0		13			
<p><i>Number of key stakeholders from relevant education institutions involved in development of Standards and Operational Guidelines for implementing PPDM-related courses across all teacher studies programs</i></p>	<p>"Involved" includes persons directly included in development of adjusted curricula for preservice education of teachers in PPDM and Operational Guidelines, thus persons from Working Group consisting of 20 members. Those members are from four universities representing psychology, pedagogy, didactics and teaching methods departments, specifically the Universities of Sarajevo, Mostar, Banja Luka and Zenica. Additional WG-members will include pertinent international and local NGO representatives (OSCE BiH, Center for Education Initiatives Step-by-Step, and Civitas BiH) and two HEA members</p>	Person	TOTAL	06/2016	0			20	0			0	0		20			
			Male	06/2016	0			9	0			0	0		9			
			Female	06/2016	0			11	0			0	0		11			
			District of Brčko	06/2016	0			0	0				2	0		2		
			Republic of Srpska	06/2016	0			0	0				10	0		10		
			Federation BIH	06/2016	0			0	0				13	0		13		

			TOTAL	06/2016	0			20	0			0	0		20		
			Countrywide	06/2016	0			20	0			0	0		20		
Number of documents related to teachers' PPDM education/training developed (standards/guideline/training outline, and/or training material)	Documents developed means a document has been prepared and developed by relevant ENABLE BIH PPDM Working group and approved by the PAB		TOTAL	06/2016	0			3	0			0	0		3		
			BIH	06/2016	0			3	0			0	0		3		
Number of other teaching and learning materials (TLM) provided with USG assistance	TLMs are the aids used by educators to help in teaching/instructing effectively. In particular, 400 of PPDM standards and guidelines + 600 STEM manuals, guidelines and draft OTC	TLM	TOTAL	06/2016	0			0	0			1.000	0		1.000		
			Countrywide	06/2016	0			0	0			1.000	0		1.000		

