GENERAL EDUCATION ACTIVITY (TABLA)

MONITORING, EVALUATION, AND LEARNING PLAN

SEPTEMBER 24, 2019–SEPTEMBER 23, 2022

Revised: May 30, 2022

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Prepared under the USAID Bosnia and Herzegovina General Education Activity (TABLA), Award Number 72016819CA0011

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Save the Children Federation, Inc.

LIST OF ACRONYMS

4Cs	Creativity, Communication, Collaboration, and Critical Thinking
AAR	After Action Review
BHAS	Agency for Statistics of Bosnia and Herzegovina
BiH	Bosnia and Herzegovina
CCC	Common Core Curriculum
COP	Chief of Party
EU	European Union
FEiA	Foundation for Education in Action
FZS	Federal Office of Statistics
GDPR	General Data Protection Regulation
HEA	Agency for Development of Higher Education and Quality Assurance in BiH
KAP	Knowledge, Attitudes, Practices
KM	Knowledge Management
LoE	Level of Effort
LF	Logical Framework (LogFrame)
M&E	Monitoring and Evaluation
MEAL	Monitoring, Evaluation, Accountability, Learning
MEL	Monitoring, Evaluation, Learning
MIS	Management Information System
MTM	Master Trainer/Mentor
MoE	Ministry of Education
MZIM	Mreža za Izgradnju Mira
NEIS	National Education Institute Slovenia
NWB	North West Balkans
OS	Standard Occupations
OTC	Operational Teaching Curriculum
PAB	Project Advisory Board
PPDM	Pedagogy, Psychology, Didactics and Teaching Methods
RZSRS	Republika Srpska Institute of Statistics
QB	Quality Benchmark
QS	Standard Qualifications
SC	Save the Children
SCI	Save the Children International
SCUS	Save the Children United States
SoW	Scope of Work
STEAM	Science, Technology, Engineering, Arts, Mathematics
STEM	Science, Technology, Engineering, Mathematics
TEA	Training, events, activities
ToC	Theory of Change
TOR	Terms of References
ToT	Training of Trainers

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1. INTRODUCTION

The overall purpose of the General Education Activity (TABLA) is to improve students' outcomes in critical thinking and STEAM (Science, Technology, Engineering, Arts, and Mathematics) subjects. In order to prepare students and teachers for the demands of the 21st century, Save the Children (SC), in partnership with the National Education Institute Slovenia (NEIS), Foundation for Education in Action in BiH (FEiA), and Mreža za izgradnju mira (MZIM) will take a comprehensive and innovative approach to improving learning outcomes in STEAM subjects through building teacher capacities, increasing standards for pre-service and in- service teacher training, improving learning environments, and through encouraging reform dialogue and advocating for the education reform, thus increasing the effectiveness and efficiency of the Bosnian-Herzegovinian (BiH) education system. TABLA will target national-level government stakeholders, and cantonal Ministries of Education (MoE) and pedagogical institutions in Sarajevo Canton (CS), Herzegovina-Neretva Canton (HNC), and the Republika Srpska (RS), for capacity strengthening and support in passing education reforms.

MEL Plan contains six interrelated sections: (1) Activity Logical Framework/Theory of Change, (2) Monitoring Plan, (3) Evaluation Plan, (4) Learning Plan, (5) Roles, Responsibilities, and Schedule, and (6) Resources.

Monitoring, Evaluation and Learning Plan (MEL Plan) for TABLA is designed to monitor results and progress over the life of the Activity and is meant to encompass all key building blocks required for effective monitoring, evaluation and learning. The two central building blocks upon which the MEL Plan rests are the Theory of Change (ToC) and Logical Framework (LogFrame or LF), which together provide a strategic overview of the Activity and support decision-making by illustrating the main results to be achieved by the Activity at various levels, and their associated performance indicators. They provide a framework to focus both the monitoring and evaluation efforts for the Activity.

MEL plan describes how the Activity Team plans to collect, organize, analyze, and apply learning gained from monitoring and evaluation data and other sources. MEL plan presents the indicators and targets, monitoring and learning tools, including the regime and frequency of data collection for overall progress on objectives. This document aims to answer the questions listed below:

Is Activity contributing to the long-term change?
Are Activity activities on track?
Are partners' activities on track?
Is intervention reaching the targeted population?
Are targeted population experiencing anticipated changes as a result of the Activity?
Are there any challenges to address?
What is working well, what is not and why, and what could be done differently?

SC's Monitoring, Evaluation, Accountability and Learning (MEAL) department, along with Activity staff have joint responsibility for overseeing the process. Updates to this plan will be provided to the USAID Agreement Officer's Representative (AOR) for review and approval on annual basis or whenever revisions to the plan are proposed.

1.1. ACTIVITY DESCRIPTION

1.2. ACTIVITY LOGICAL FRAMEWORK/THEORY OF CHANGE

BiH's education system has reached a moment of great opportunity for institutionalizing reforms to strengthen quality teaching of STEAM and critical thinking, and improve student learning outcomes in preparation for an increasingly tech-driven world. SC's implementation of USAID's Enhancing and Advancing Basic Learning and Education (ENABLE) project (Phase I and Phase II) laid the groundwork for institutionalizing student-focused teaching methods with these key achievements: development, adoption, and implementation of the Common Core Curriculum (CCC) based on learning outcomes; completion of the operational teaching curriculum (OTC) for STEAM subjects; authoring of the Pedagogy, Psychology, Didactics and Teaching Methods (PPDM) module; training of mentor teachers/trainers (MTs) in nine cantons; and collaborative working relationships with the MoEs and pedagogical institutions in Sarajevo Canton and Herzegovina-Neretva Canton, and elsewhere. Formal adoption of CCC and PPDM into pre- and in-service teaching curricula is the next step in BiH's journey in systemic reform, and Cantons Sarajevo and Herzegovina-Neretva and the Republika Srpska have the opportunity to be models for the rest of the country.

The "4Cs" presents a specific educational approach and stands for Creativity, Communication, Collaboration and Critical Thinking. TABLA Activity takes an innovative approach to increasing the effectiveness and efficiency of Bosnian-Herzegovinian education system to improve student learning outcomes and equip teachers with the skills to integrate STEAM and 4Cs into learning environments.

Critical thinking breaks both students and teachers out of outdated education models, increases inquiry-based learning, and equips them with the skills to tackle new challenges. While critical thinking is an essential skill for students to master, it is insufficient for meeting the full demands of life and careers in the 21st century. TABLA will complement critical thinking with creativity, communication and collaboration. Taken together, this approach is called the 4Cs, and represents a cutting-edge and evidence-based opportunity to improve BiH teaching practices.

Developed by the Partnership for 21st Century Skills, educators in Australia and the United States have identified the 4Cs as critical for students' success. Additionally, 19 states in the United States are working with the Partnership to promote 21st century skills based on the 4Cs. The benefits from expanding critical thinking to the 4Cs include equipping students with the skills to assess and solve problems using a comprehensive and inquiry-driven approach. The 4Cs complements and builds on SC's experience implementing critical thinking interventions and the development of the PPDM module under the ENABLE project.

The anticipated results of TABLA Activity are the following:

Activity Goal 1: Student outcomes in 4Cs and STEAM subjects improved

Activity Purpose 1.1: Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased

Activity Sub-purpose 1.1.1: Increased standards for pre-service teacher training adopted and implemented in selected teaching faculties

Activity Sub-purpose 1.1.2: High quality in-service teacher training program integrated into the education systems in selected cantons and entities

Activity Sub-purpose 1.1.3: Improved learning environments that allow for applied learning in STEAM

Activity Sub-purpose 1.1.4: BiH increases education reform dialogue in response to PISA 2018 results

TABLA aims to improve the BiH education system and thus student learning outcomes. This is our higher-level objective. Within the presented LogFrame itself, we have, therefore, three levels: **Activity Goal**, **Activity Purpose,** and **Activity Sub-purposes**.

The key assumptions underlying the theory of change (ToC) for this Activity are as follows:

IF teachers engage in quality professional development and in-service training opportunities that focus on critical thinking skills, applied knowledge in STEAM subjects and **IF** selected university students intending to become teachers have the opportunity to complete high-quality training and engage in meaningful mentoring relationships and **IF** selected schools are equipped with quality learning environments and **IF** education policymakers and other stakeholders are engaged in dialogues and actions to set clear guidelines and standards to improve teacher training and quality **THEN** we can expect higher learning outcomes, improved standardized testing results, a better-equipped workforce, and more knowledgeable, active citizenry to emerge in the selected geographical areas.

In order to create and track maximum impact for children by scaling up successful programs, we will use SC's ToC. The ToC is a high-level heuristic identifying the key ways in which Save the Children believes it can achieve effective and lasting benefits for improvement of children's learning outcomes.

BE THE INNOVATOR	BE THE VOICE	ACHIEVE RESULTS AT SCALE	BUILD PARTNERSHIP
TABLA takes an innovative full-partnership approach to increasing the effectiveness and efficiency of the BiH education system to improve student learning outcomes and equip teachers with the skills to integrate STEAM and 4Cs into learning environments. *Integration of "Art" into STEM education concept along with introducing 4Cs into teaching practices are key innovation points of TABLA.* *TABLA will target national-level government stakeholders, and cantonal Ministries of Education (MoE) and pedagogical institutions for capacity strengthening and support for education reforms. TABLA's strategic approaches will benefit both teachers and students as they prepare for lives and careers in an increasingly interconnected and digitized world including: a) expanding key competencies to include and embrace 4Cs; b) integrating new teacher guidelines to encompass STEAM; c) prioritizing government ownership and sustainability; and d) improving educational experiences and outcomes for youth, children with disabilities, and girls.*	*TABLA will identify duty-bearers capable of facilitating adoption of the innovation we suggest and shine a light on their work.* *The Activity will actively communicate and promote innovation with all duty-bearers or other influential stake-holders (including service-delivery stakeholders).* *TABLA will facilitate child- and youth-led traditional and digital advocacy campaigns to mobilize stakeholders for education reforms.*	*SC NWB will help all national/entity/cantonal stakeholders to incorporate the innovation into its education delivery system in both in-service and pre-service sectors.* *Thus, SC NWB will build on evidence-based findings and advocacy with governments and other stakeholders to strengthen education systems at the national and local levels not only for current teachers but for all future educators and administrators.*	*By design, TABLA embraces partnership with the MoE and, consequently school teachers, university professors, policy makers and leaders at all levels.* *SC's participatory approach and partnership modality prioritize respect, political diplomacy and contextual specificity. Existing strong partnerships built in the past with highly positioned civil servants in relevant educational institutions, champions of positive change and allies in moving the reform agenda in a highly decentralized education system will be utilized to ensure focus on the quality of education. This Activity's partners bring complementary resources and skills to actualize innovation, advocacy and scale-up.* *TABLA's partnership cooperation and top expertise is crucial for bridging proven international practices to country-specific circumstances. Moreover, regular and intensive engagement of government institutions and their representatives in all stages is essential for building local ownership from the beginning and creating the foundation for sustained system change and continuation of the Activity outcomes.*

1.2.1 ACTIVITY LOGFRAME

LEVEL OF RESULT	NAME OF RESULT	INDICATORS	DATA SOURCE	ASSUMPTIONS
Activity Goal	Student outcomes in 4Cs and STEAM subjects improved	% of students with changed competencies in 4Cs and attitudes towards STEAM % public expenditure for formal education	Test of students' competencies in 4Cs, survey of students' attitudes toward STEAM Education ministries' data	
Activity Purpose	Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased	Average score on Assessment of Teachers Capacity to Teach STEAM and 4Cs Number of educators who complete professional development activities with TABLA assistance # of TABLA-assisted trainings, events, and activities designed to improve pre- and in-service teacher training CBLD-9 Percent of TABLA-assisted organizations with improved performance	Pre and post-test; training of teachers reports; implementation plans; test of teachers' capacity to teach STEAM and 4Cs Activity record – sign in sheets Activity records on training, events, activities –TABLA TEA (training, events, activities) database Pre- and post-test; reports from trainings of teachers; implementation plans; test of teachers' capacity to teach STEAM and 4Cs	University teachers apply new teaching methods and are motivated to engage in professional development activities.
Activity Sub-purpose 1	Increased standards for pre-service teacher training adopted and implemented in select teaching faculties	Stage reached in aligning Teaching faculty curricula with CCC (milestone) Stage reached in developing, adopting, and implementing Modular study program for pre-service teachers training (milestone) Stage reached in developing and adopting University Teachers Professional Development Program (milestone)	Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet; Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet; Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet	All three universities see value in STEAM and are willing to undertake curriculum change and share curriculum with TABLA team, and university teachers apply new teaching methods and Universities tend to implement the activity adequately and "follow the procedural steps" thus resulting in increased standards.

LEVEL OF RESULT	NAME OF RESULT	INDICATORS	DATA SOURCE	ASSUMPTIONS
Activity Sub-purpose 2	*High quality in-service teacher training program integrated into the education systems in select cantons and entities*	*Stage reached in developing and adopting STEAM Education Training/ Certification in three geographic units (milestone)*	*Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet*	*Educational authorities are committed to introduce the high-quality in-service teacher training program*
Activity Sub-purpose 3	*Improved learning environments that allow for applied learning in STEAM*	*# of schools equipped with STEAM labs with TABLA assistance* *Stage reached in improving quality of online education (milestone)*	*Equipped schools' data-list, SC Procurement Records, TABLA inventory lists* *Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet, procurement records*	*If teachers use provided and equipped classroom, and implement gained practices in the classroom improved learning environment is happening on the site.*
Activity Sub-purpose 4	*BiH increases education reform dialogue in response to PISA 2018 results*	*# of recommendations to reform education raised by community stakeholders*	*Activity records, APOSO reports, MoE reports*	*Community stakeholders voice their support for education reforms*

2. PERFORMANCE INDICATORS

2.1 PERFORMANCE INDICATOR SUMMARY WORKSHEET

- ## Activity Goal 1: Student outcomes in 4Cs and STEAM subjects improved

Indicator	Unit of Measure	Disaggregation	Frequency	Data Source	Overall Activity Baseline	Target Year 1	Target Year 2	Target Year 3	Life of Activity Cumulative Target*
Indicator (1) *% of students with changed competencies in 4Cs and attitudes toward STEAM*	*Percent/ Fraction*	*By sex and schooling level (Primary School and Secondary School)*	*Annually*	*Test of students' competencies in 4Cs, survey of students' attitudes toward STEAM*	*0*	*0*	*0*	*20%*	*20%*
Context Indicator *% public expenditure for formal education*	*Percent/ Fraction*	*N/A*	*When/as MoE data is made public*	*Education ministry data*	*SC (2019)39,9% HNC (2019)38,2% RS (2019)13,9% [1]*		*0*	*0*	*0*

- ## Activity Purpose 1.1: Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased

Indicator	Unit of Measure	Disaggregation	Frequency	Data Source	Overall Activity Baseline	Target Year 1	Target Year 2	Target Year 3	Life of Activity Cumulative Target*
Indicator (2) *1.1.1.* *Average score on Assessment of Teachers Capacity to Teach STEAM and 4Cs*	*Percent/Fraction*	*N/A*	*Annually*	*Pre - and post- test of teachers' capacity to teach STEAM and 4Cs; training of teachers reports; implementation plans*	*49,8%*	*0*	*0*	*65%*	*65%*
Indicator (3) *1.1.2.* *Number of educators who complete professional development activities with TABLA assistance*	*Simple Number (educators trained)*	*By sex, teachers by PS/SS, trainings of teachers, education level*	*Annually*	*Activity record – sign in sheets*	*0*	*0*	*3,225* *(75 Univ. Profs., 150 Master Teachers/Mentors, 3,000 Teachers)*	*1,536*	*3,225*
Indicator (4) *1.1.3.* *# of TABLA-assisted trainings, events, and activities designed to improve pre- and in-service teacher training*	*Simple Number (trainings/ events/ activities conducted)*	*N/A*	*Annually*	*Activity records on training, events, activities –TABLA TEA (training, events, activities) database, sign-in sheets*	*0*	*0*	*52* *(pre-service and in-service training)*	*312* *(follow-on activities and events)*	*364*
Indicator (5) *1.1.4.* *CBLD-9 Percent of TABLA-assisted*	*Percent/ Fraction*	*Education (higher education,*	*Annually*	*Pre- and post-test; reports on trainings of teachers;*	*0*	*0*	*0*	*40%*	*40%*

[1] Source of data: Ministry of Education finance reports (HNC, CS, RS)

Indicator	Unit of Measure	Disaggregation	Frequency	Data Source	Overall Activity Baseline	Target Year 1	Target Year 2	Target Year 3	Life of Activity Cumulative Target*
organizations with improved performance (IM-Level)		*secondary, primary)*		*implementation plans; test of teachers' capacity to teach STEAM and 4Cs*					

- **Activity Sub-Purpose 1.1.1: Increased standards for pre-service teacher training adopted and implemented in selected teaching faculties**

Indicator	Unit of Measure	Disaggregation	Frequency	Data Source	Overall Activity Baseline	Target Year 1	Target Year 2	Target Year 3	Life of Activity Cumulative Target*
Indicator (6) 1.1.1.1 Stage reached in aligning teaching faculty curricula with CCC (milestone)	*Simple Number (Milestone stages, ranking from 1 to 4)*	*N/A*	*Annually*	*Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet*	*0*	*2*	*2*	*3*	*3*
Indicator (7) 1.1.1.2. Stage reached in developing, adopting, and implementing modular study program for pre-service teachers training (milestone)	*Simple Number (Milestone stages, ranking from 1 to 4)*	*N/A*	*Annually*	*Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet*	*0*	*0*	*2*	*3*	*3*
Indicator (8) 1.1.1.3. Stage reached in developing and adopting University Teachers Professional Development Program (milestone)	*Simple Number (Milestone stages, ranking from 1 to 2)*	*N/A*	*Annually*	*Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet*	*0*	*0*	*1*	*2*	*2*

- **Activity Sub-Purpose 1.1.2: High quality in-service teacher training program integrated into education systems in selected cantons and entities**

Indicator	Unit of Measure	Disaggregation	Frequency	Data Source	Overall Activity Baseline	Target Year 1	Target Year 2	Target Year 3	Life of Activity Cumulative Target*
Indicator (9) 1.1.2.1. Stage reached in developing and adopting STEAM Education Training/Incentive Package and Certification in three geographic units (milestone)	*Simple Number (Milestone stages, ranking from 1 to 3)*	*By geographic units*	*Annually*	*Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet*	*0*	*2*	*3*	*0*	*3*

- **Activity Sub-Purpose 1.1.3: Improved learning environments that allow for applied learning in STEAM**

Indicator	Unit of Measure	Disaggregation	Frequency	Data Source	Overall Activity Baseline	Target Year 1	Target Year 2	Target Year 3	Life of Activity Cumulative Target*
Indicator (10) 1.1.3.1. # of schools equipped with STEAM labs with TABLA assistance	Simple Number (number of schools)	N/A	Annually	Equipped schools' data-list, SC Procurement Records, TABLA inventory lists	0	100	100	4	104
Indicator (11) 1.1.3.2. Stage reached in improving quality of online education	Simple Number (Milestone stages, ranking from 1 to 3)	N/A	Annually	Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet, procurement records	0	0	2	3	3

- **Activity Sub-Purpose 1.1.4: BiH increases education reform dialogue in response to PISA 2018 results**

Indicator	Unit of Measure	Disaggregation	Frequency	Data Source	Overall Activity Baseline	Target Year 1	Target Year 2	Target Year 3	Life of Activity Cumulative Target*
Indicator (12) 1.1.4.1. # of recommendations to reform education raised by community stakeholders	Simple number (number of re-commendations)	N/A	Annually	Activity records, APOSO reports, MoE reports	0	0	1	2	3

3. MONITORING PLAN

As one of the main mechanisms for the TABLA Activity implementation control and quality assurance, a comprehensive monitoring plan is developed and put in place. The monitoring plan defines specific monitoring approaches and tools which will be used within the monitoring process. Roles and responsibilities for MEL tasks are outlined below in the section on Roles, Responsibilities, and Schedule.

The monitoring plan is designed in a manner that provides insights for quality monitoring of progress and context within each TABLA sub-purpose and each sub-purpose's activities, and the bases of continuous learning and adaptive management.

3.1. PERFORMANCE MONITORING

SCI will continuously monitor progress and use a systematic collection of data on specified indicators, as well as wider information throughout the Activity cycle to provide information on the status of the Activity at any given time (and over time) relative to respective targets and outcomes. Outputs and outcomes will be routinely monitored through internal practices.

When possible, data will be disaggregated by gender, age group, location, and disability or functional challenge. The TABLA team and the SC MEAL Officer will use a management information system (MIS) for data storage, management, and analysis in line with SC and USAID standards. Hard copies of the pre/post questionnaires (Kirkpatrick model used to determine trainees' knowledge level) will be stored and electronic databases will be created and back-up files uploaded on a shared drive to ensure proper data entry and storage of relevant information. The MEAL Officer, in consultation with the project team, will develop the MIS in MS Excel and pre-test/post-test database in SPSS 24.

When needed and appropriate, SC staff will organize meetings with the partner organizations to determine whether the progress to date shows any areas of concern, thus enabling the MEAL team to propose corrective action. Furthermore, when needed, SC staff will organize and conduct field visits to measure the progress of Activity implementation, verify delivery of outputs and achievement of results, verify received written reports, and identify possible bottlenecks and divergences from the main course of action. Monitoring field visits will include, but will not be limited to, meeting with stakeholders and beneficiaries and observing the activities. Each monitoring site visit will be followed by a monitoring field visit report.

SC Internal TABLA MEAL Plan

To provide additional details to this MEL plan, SC MEAL department will, based on Log-Frame presented in the proposal, develop a comprehensive internal MEAL plan for USAID funded Activity. MEAL plan will contain all of the indicators, means of verification, frequency of data collection, Quality Benchmarks for key project activities, people responsible and reporting requirements and deadlines.

Set of Quality Benchmarks (QBs) will be developed for key project activities to inform program implementation and assure monitoring of quality. QBs will be focused on how activities will be implemented rather than on what activities should be implemented to achieve certain results. SCI will use QB to define, guide and monitor the quality of activities.

SC MEAL department will organize monthly meetings with TABLA staff in order to monitor the progress against the set indicators and activities and to ensure that all data collection needs of the TABLA MEL plan are met.

3.2. CONTEXT MONITORING

Factors that affect any socio-economic aspect of life in Bosnia and Herzegovina are deeply rooted in governmental and political issues. Institutional and regulatory fragmentation, which also consequently affects the overall education system, can easily become obstacles for any initiative that aims to achieve institutional change. In order to have a broader picture on the impact of these specific factors on education reform, SC will monitor Context Indicator "% public expenditure for formal education".

Lack of Public Investment in Education

One of the major concerns in the education sector of Bosnia and Herzegovina is the level of public expenditure for formal education and how the education investment is spent. There is an emerging need to ensure equity and a fair distribution of funding along with ensuring adequate and quality capital investment. Public expenditures for formal education include all government budget expenditures for formal education of young people and adults at the state, entity, local and municipal levels. A very important element of the public expenditure is understanding how allocated resources are being spent such as: what percentage of funds are being spent on salaries of employees versus percentage of funds being invested in the capital projects or improving the quality of the school's environment.

If relevant stakeholders focus on education reform, and if there is an increase in funds spent on education, then the importance of education as a social priority would be validated. The context indicator which will be measured is: % public expenditure for formal education.

It is important to point out that Risk and Assumptions Analysis and Management, elaborated within the TABLA Technical Narrative is a key project management practice that will ensure that the least number of surprises occur while the TABLA Activity is underway, while the context indicator will provide additional information for obtaining a broader picture about factors beyond the result of the specific intervention.

3.3. ADDITIONAL MONITORING TOOLS

Tool for student assessment of teachers

In order to assess whether we are making real changes in classrooms by training teachers, it is crucial to receive feedback from their students (primary, secondary and university students). By giving students a chance to express their opinion, we can get useful ideas on how we can potentially improve our intervention, so the Tool for student assessment of teachers should be also developed. The mechanism of this monitoring tool will be developed in cooperation with the engaged consulting agency.

Record sheet for STEAM classroom

In order to assess if teachers that we have provided with STEAM knowledge and skills use it in their classrooms, it is important to develop a tool which will measure all necessary aspects of their work. If they are using given knowledge and skills, then we can claim that we have reached our end beneficiaries (children and youth) and that we are successfully giving them skills and knowledge of the 21st century. Like the Tool for student assessment of teachers, this tool will also be developed by a consulting agency.

4. EVALUATION PLAN

4.1 INTERNAL EVALUATION

TABLA does not intend to conduct an internal evaluation

4.2 EXTERNAL EVALUATION AND PLANS FOR COLLABORATING WITH EXTERNAL EVALUATORS

Should the USAID/BiH decide to evaluate this Activity, TABLA will assist evaluators by:

- Reviewing and providing feedback on draft evaluation designs, draft evaluation data collection instruments, and the draft evaluation report.
- Sharing data used for performance monitoring. If this includes person-level data, [the implementing partner] will anonymize the data prior to providing it to the evaluation team.
- Providing written responses to an evaluation self-assessment questionnaire.
- Making staff available to answer questions related to the Activity.
- Supporting the evaluation team in identifying and obtaining access to Activity stakeholders, beneficiaries, and sites of operation.
- Supporting the evaluation team in holding stakeholder meetings to discuss and develop recommendations based on evaluation findings.

5. LEARNING PLAN

5.1. KAP Study

Purpose of the KAP study is to assess public views on the quality of the current education systems, their familiarity with international assessment tools and PISA 2018 results, and their attitudes towards the need to reform the education system in BiH. The KAP Study will have baseline and end line measurement and reports.

5.2. Assessment for Students and Assessment for Teachers

The purpose of conducting a baseline and end line assessment for students is to examine the extent to which and how their 4Cs competencies and attitudes towards STEAM have changed. The assessment will use a representative sample of students who have benefited from the TABLA project interventions. Also, a comparison will be made with the control group to specify the scope of the intervention.

Assessment for teachers aims to examine the improvement of teachers' teaching capacities within the STEAM concept. The implementation of baseline and end line assessment will determine whether the interventions have led to the improvement of the skills of teachers who use the STEAM concept in teaching. Inputs by teachers from the schools covered by the project will be used as a representative sample. Similar to assessment for students, the control group will help determine the scope of the intervention.

5.3. TABLA Learning Plan

The TABLA Learning Plan will be incorporated in Save the Children NWB Learning Agenda which is strategically aligned with global priorities, prioritizes key research questions and outlines learning activities to fill knowledge gaps. The Learning Agenda will be reviewed on annual basis to ensure appropriately adaptive programming, responsive design and development, and dissemination and institutionalization of lessons learned.

The learning process within the TABLA Activity is a complex and continuous activity. The learning plan is developed in order to ensure that the learning process within the project is planned, resourced and integrated into ongoing tasks. Furthermore, at the organizational level, SC will compare results across different projects and activities to determine which ones contribute to achieving the organization's mission and strategic plan. The learning plan is one of the aspects of TABLA Knowledge Management ensuring that both learning and sharing occur with partners, government, and across BiH and beyond.

Outputs of the Learning Plan activities should provide sufficient information so that adaptive management (especially on the strategic level) could be applied on specific TABLA activities – if and when needed – and knowledge sharing, both internally (in project team and SC NWB office) and externally (with partners and other relevant stakeholders in BiH and globally).

TABLA Knowledge Management

Knowledge management (KM) within the TABLA Activity is based on a quality collaboration of the TABLA team, all partners and relevant stakeholders and a systematic approach to knowledge generation and sharing. The focus of the knowledge management activities will be on generating and learning the most important and usable knowledge that can directly contribute to reaching the TABLA Activity's goal, improving the strategic approach to implementation or enhancing TABLA's success, and sharing that information with government, implementing partners and development partners.

Knowledge management in TABLA Activity will have its base in set Learning System and PDQ mechanism of Save the Children, along with newly introduced tools for the specifics of the Activity. Some of the knowledge management processes and tools that will be used for the learning process in TABLA Activity include the MEAL plan, After Action Review, Evaluation findings and Evaluation Dissemination Plan. It is important to point out that certain learning opportunities and activities are incorporated and cross-cutting with other TABLA activities thus they do not have to be explicitly defined in order to generate knowledge for SC as the organization, USAID government, implementation partners, universities, teachers. Lessons learned through the interventions will be reflected in the report, as well as in the recommendations for future interventions and in the context of the challenges that have been obstacles in the implementation process.

Monthly Updates (SC Internal) on TABLA MEAL Plan

Data on key results will be entered into the MEAL system monthly. Internal MEAL reports will be available on a monthly bases and are used to track progress and pinpoint areas in need of attention. In terms of learning, the MEAL information collected from TABLA will be shared at internal monthly update meetings and will be used by the CoP, Project Team and SC SMT to inform key decision-making for and adaptive management of TABLA Activity. This information includes number/percentage of activities planned but not implemented in a specific month along with comments about why these activities did not take part and the reason for delays.

Learning Aspects of Quality Benchmarks review

As mentioned above, and per SC practices, Quality Benchmarks (QBs) were developed for TABLA and are used to define, guide and monitor the quality of activities and should be used continuously to learn and employ best practices during the Activity implementation.

QB forms are incorporated into MEAL plan documents and are included in the agenda for monthly MEAL plan update meetings. QBs address if the activity is implemented in a quality manner to ensure effectiveness and purpose and will be categorized as met, partly met or not met. Along with defining the major constraint/issues/gaps for the activity implementation QBs format provide information needed to develop recommendations for improvement as well as follow-up actions on s Lessons Learned for specific activity implementation.

After Action Reviews

After Action Reviews (AARs), as foreseen by SC Learning Procedure, will be used when and where appropriate as a simple way to identify and record the lessons that we have learned as a result of the specific TABLA activity. SC will conduct an AAR for selected key activities to address questions such as what did we set out to do, what did we achieve, what went well and why, what could have gone better; what prevented us from doing more, and what can we learn from this. AARs will be implemented for activities that involve significant effort or as a mechanism for the activity issue that occurred. An AAR should happen just after the project activity happened to reflect on the experience, discuss what happened, and gather lessons learned to apply in future activities.

6. PROPOSED ROLES, RESPONSIBILITIES AND BUDGET FOR ACTIVITY MEL

The TABLA Activity Team and SC MEAL staff are responsible for overall monitoring and reporting on the Activity. External agencies will conduct KAP study and assessments for students and teachers and will be obliged to report on progress.

The table below presents the overall timeline of the planned tasks for TABLA Activity. Y stands for year, and Q stands for quarter.

Tasks	Y1 Q1	Y1 Q2	Y1 Q3	Y1 Q4	Y2 Q1	Y2 Q2	Y2 Q3	Y2 Q4	Y3 Q1	Y3 Q2	Y3 Q3	Y3 Q4	Responsible for Task
Development of monitoring tools	Y1 Q1					Y2 Q2	Y2 Q3						**External Agency**
Monthly meetings with Activity staff	Y1 Q1	Y1 Q2	Y1 Q3	Y1 Q4	Y2 Q1	Y2 Q2	Y2 Q3	Y2 Q4	Y3 Q1	Y3 Q2	Y3 Q3	Y3 Q4	**MEAL Staff**
Monitoring field visits				Y1 Q4		Y2 Q2	Y2 Q3	Y2 Q4		Y3 Q2	Y3 Q3	Y3 Q4	**TABLA team and MEAL staff**
Quarterly reports	Y1 Q1	Y1 Q2	Y1 Q3		Y2 Q1	Y2 Q2	Y2 Q3		Y3 Q1	Y3 Q2	Y3 Q3		**TABLA team and MEAL staff**
Annual reports				Y1 Q4				Y2 Q4				Y3 Q4	**TABLA team and MEAL staff**
Baseline and End line Assessments for Students and Teachers							Y2 Q3				Y3 Q3		**External Agency**
Assessment Reports								Y2 Q4				Y3 Q4	**External Agency**
External KAP study (baseline and end line)					Y2 Q1						Y3 Q3		**External Agency**
KAP study reports						Y2 Q2						Y3 Q4	**External Agency**

Financial resources/budget allocated for TABLA monitoring, evaluation, and learning project activities include a projected amount of [removed] for the period of 3 (three) years. Detailed annual expenditure is listed in the following table. As per personnel directly involved in monitoring, evaluation and learning tasks, MEAL Coordinator and MEAL Officer will be engaged.

MEAL Specialist - the position is budgeted at 50% level of effort (LoE). The MEAL Coordinator will be in charge of developing, implementing, monitoring, evaluation plan and implementing M&E activities. The position will be responsible for ensuring systems are in place to capture baseline and monitoring data, as well as recommend improvements to program implementation as needed. The MEAL Coordinator, in cooperation with the MEAL Officer and in consultation with the project team, will develop the MIS in MS Excel and pre-test/post-test database in SPSS 24.

MEAL Officer – the position is budgeted at 25% LoE. The MEAL Officer will lead day-to-day monitoring and evaluation activities and support the project team in ensuring timely and accurate data collection, collation and processing. The MEAL Officer will be responsible for monthly internal MEAL plan update meetings, overall data management along with providing support for Quarterly Progress Report creation, precisely its quantitative sections. The MEAL Officer will be responsible for collecting and processing the monitoring and evaluating data. The MEAL Officer, in cooperation with the MEAL Coordinator and in consultation with the project team, will develop the MIS in MS Excel and pre-test/post-test database in SPSS 24.

Consultant/Research Agency to write methodology for baseline and end line assessment and the KAP study (baseline and end line). This consultant will design baseline, midline and end line methodology and survey tools based on the objectives of the studies, with the special focus on KAP (knowledge, attitudes and practices). Consultant will review all relevant reports, studies and surveys on the subject of Activity. The daily rate of [removed] is based on historical management experience.

ANNEX I: PERFORMANCE INDICATOR REFERENCE SHEET (PIRS)

Performance Indicator Reference Sheet – (1)

Name of the CDCS Result the Indicator is related to:
Sub-IR 1.2.2. Adoption of key reforms and implementation supported
Activity Purpose: *Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased*
Name of Activity Result Measured: *Student outcomes in 4Cs and STEAM subjects improved*
Name of Indicator: *% of students with changed competencies in 4Cs and attitudes toward STEAM*

DESCRIPTION

Precise Definition(s):

Within the defined indicator, **students** refers to scholars in primary school grades 7 and 8 and secondary school grades 1 and 2, males and females, attending formal primary school and secondary school programs in Bosnia and Herzegovina and who will benefit from TABLA Activity.

In the indicator context, **competency** refers to the combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced student performance and presents one of the key elements that will be measured. **Changed competencies of students** refers to a potential increase or decrease of student's competency level as measured by a baseline and end line test.

The 4Cs presents a specific educational approach and stands for Creativity, Communication, Collaboration and Critical Thinking. **Creativity or Thinking Creatively competency** includes students being able to use a wide range of idea creation techniques (such as brainstorming), create new and worthwhile ideas (both incremental and radical concepts) and elaborate, refine, analyze, and evaluate original ideas to improve and maximize creative efforts, implement. **Communication competency** aims at students being able to express thoughts clearly, crisply articulating opinions, communicating coherent instructions and motivating others through powerful speech. **Collaboration competency** means students demonstrate ability to work effectively and respectfully with diverse teams, exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. **Critical Thinking competency** means students have the skills to assess and solve problems using a comprehensive and inquiry-driven approach. Within the questionnaire, questions related to creativity and critical thinking were measured under "Creativity," and questions related to communication and collaboration were measured under "Communication Styles."

STEAM is defined as Science, Technology, Engineering, Arts, and Mathematics, with STEAM subjects including mathematics, physics, geography, IT, chemistry, biology, language, liberal, humanities, language arts, music and visual arts. To **change attitudes** toward STEAM means that students would change their opinion, beliefs and, at the end, behaviors regarding STEAM subjects (Mathematics, Physics, Biology, Chemistry, Geography, IT and Technology, Arts), and will be more enrolled in studying STEAM, and consider STEAM careers (IT, Energy Efficiency, Mechanical, Sustainable Development, Medicine, etc.).

From the total number of students benefiting from the TABLA Activity in Canton Sarajevo (CS), Herzegovina-Neretva Canton (HNC), and the Rebuplika Srpska (RS), 1015will be randomly selected for participation in surveys for the baseline assessments as the experimental group (EG). Additionally, another 534 students from a region not included in the TABLA Activity, Una-Sana Canton (USC), will be randomly selected for the control group (CG). The implementor will use related samples, that is, assess the competencies of the same students on two occasions, to determine the baseline (1st point of measurement) and endline values (2nd point of measurement). Hence, slightly lower number of students in both EG and CG are expected for the endline measurement due to sample attrition. The sample for the EG will be proportionate to the number of schools in the three geographical regions in which the TABLA Activity is implemented. Random selection will be used for selecting schools and classes which will be included in the survey. A total of 30 classes will be included (with an average of 25 students per class) X 2 (EG and CG). In case the selected class does not have 25 students, oversampling of 20% will be done, i.e., additional schools/classes will be selected for additional surveying. Consent Forms prepared by Custom Concept (which request a parent/caregiver's consent if a child is under the age of 14, as well as for their own participation and a young person's consent for children aged 15-18) will be sent to the homeroom teachers of each class selected for participation in the survey. The questionnaire includes a scale for measuring interest in STEAM subjects, a scale for measuring creativity, a scale for measuring communication skills, a scale for measuring teacher competencies and developing critical thinking, and a scale for measuring collaboration skills. The indicator of change will be the difference in percentage before and after treatment of the EG, along with comparison to the CG.

Students who have received TABLA assistance and whose scores on the data collection instrument developed to track this indicator increased by 15 percentage points relative to the baseline measurement will be considered to have improved their attitudes toward STEAM and/or competencies in 4Cs, if the same increase did not occur in the control group. Those students will be counted under the numerator for this indicator, regardless of whether the change occurred on both competencies and attitudes, or only on one of the two. The Activity will disaggregate the data for this indicator to capture whether changes in attitudes or in competencies contributed to the overall indicator score.

Calculation Model (if applicable):

Numerator: number of TABLA-assisted students with changed competencies in 4Cs and attitudes toward STEAM

Denominator: number of TABLA-assisted students who participated in the student assessment

Unit of Measure: *Percent/Fraction*

Description of Unit of Measure: *Students*

Does this Indicator Have a Changing Calculation Base with Each Reporting Period (e.g., Quarter or Year) : Yes ☐   No ☒

Desired Direction:

The indicator should go up. Increasing values of the indicator and positive percentage change is desired.

Disaggregation:

The students will be disaggregated by sex (males and females, boys and girls) in order to provide evidence to local partners such as relevant Ministries and donors of gender-related barriers in education to advocate for the value of a gender-focused approach in education.

Disaggregation will also include disaggregation by schooling level - primary school students (grades: 7th and 8th), high school students (grades:1st and 2nd). Also, the cantonal/entity disaggregation is going to be included in the main findings.

Geography: *Entity/District Brcko/Canton*

Rationale or Justification for Indicator:

As TABLA aims at increasing teachers' fluency in subjects that will benefit both their students' future careers in the interconnected, digitized world, and the education system in BiH, change that happens in competency level and attitudes of their students should provide sufficient information if the Activity fulfilled its overall goal.

PLAN FOR DATA ACQUISITION BY USAID

Data Collection Method:

A baseline and end-line assessment (a test) will be conducted to collect relevant data. Design and methodology of the study will be a combination of qualitative and quantitative methods.

Data Source: *Test of students' competencies in 4Cs, survey of students' attitudes toward STEAM*

Frequency of Reporting Data Within Activity Tracking Table: *Annually*

Estimated Cost of Data Acquisition: *[removed]*

Data Collected by: *Research consulting firm which will conduct baseline and end line assessment*

Individual Responsible at USAID: *Activity AOR*

Individual Responsible at Activity: *Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Office*

Location of Data Storage: *SC NWB files and computers; internal secured servers*

DATA QUALITY ISSUES

Date of Initial/Previous Data Quality Assessment: *N/A*

Date of Future Data Quality Assessments: FY *2021*

Known Data Limitations and Significance (if any): *N/A*

Actions Taken or Planned to Address Data Limitations (if any): *N/A*

PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING

Data Analysis Method: *Precise data analysis method will be defined in Methodology written by external agency;*

Responsible for Data Analysis:

External research agency will conduct baseline and end line assessment

Save the Children: MEAL Officer, Technical Director, and Chief of Party

Presentation of Data Analysis:

For the purposes of reporting, the data will be presented in form of tables and/or charts; table and charts with processed data will be created in Microsoft Excel. In context of presenting data analysis in promotional materials, data will be presented as infographics or other adequate visuals.

Reporting of Data Analysis: *The baseline and end line data will be analyzed and presented in stand-alone reports and annual progress reports.*

Review and Use of Data Analysis: *Analyzed data will be used for promotion of the project results and determining intervention effectiveness and efficiency. Some of the data will be used for advocacy purposes and drafting policy document(s), along with presenting best practice examples as future lever of reform change.*

CHANGES TO INDICATOR

Changes to Indicator: *Due to a modification of the Activity's period of performance, the data source and frequency have changed to an annual assessment – baseline in Year 2 and end line in Year 3.*

Other Notes: *N/A*

PERFORMANCE INDICATOR VALUES (also specify for disaggregation, if any)

Overall Activity Baseline: 0

Rationale for Targets: *Targets are set based on the baseline results for individual categories and in accordance with the project performance will be set for realization by the end of the project intervention. Progress in meeting the set targets will be controlled through end line assessment.*

TABLE WITH BASELINE AND TARGETS:
OVERALL ACTIVITY BASELINE

OVERALL ACTIVITY BASELINE ESTABLISHED	OVERALL ACTIVITY BASELINE VALUE
FY2021, Year 2	0
TARGETS	
Reporting Period (e.g., Quarter or Year)	**TARGET**
FY2020, Year 1	0
FY2021, Year 2	0
FY2022, Year 3	20%
Life of Activity Cumulative Targets	20%
THIS SHEET LAST UPDATED BY: Save the Children	**DATE: May 2022**

Context Indicator Reference Sheet

Name of Context Indicator: *% public expenditure for formal education*

Name of Relevant Result(s) *Student outcomes in 4Cs and STEAM subjects improved*

DESCRIPTION

Precise Definition(s):

Public expenditures are government budget expenditures which includes expenditures of competent institutions at TABLA Activity geographic areas, relevant entity and cantonal ministries for education and expenditures of municipalities/ local self-government units. Public expenditures cover the direct expenditures of teaching and non-teaching educational institutions, payments to individuals/ households and other private units. Public expenditure for formal education is calculated as proportion of public expenditure for formal education and overall public expenditure.

Unit of Measure: *Percent/Fraction*

Data Type: *Percentage*

Disaggregated by: *N/A / None - BH Perform*

Rationale for the Context Indicator:

Public expenditure in formal education is important aspect of success and sustainability of every educational initiative while education itself is widely acknowledged as one of the leading factors of economic growth. Adequate amount of public expenditure along with its adequate allocation is factor that could boost educational development and in the context of TABLA Activity ensure its sustainability and provide model replication across the country (equipping additional schools with STEAM equipment, providing additional technical expert support for teachers, etc.)

As per ADS Chapter 201, paragraph 201.3.5.7. Monitoring Indicator, "context indicators do not have targets" – the targets for the specific context indicator have been set to value "0" to ensure data entry into BH Perform system.

PLAN FOR DATA COLLECTION

Data Source: *Education ministries' data*

Method of Data Collection and Construction: *Review of budget data from MoEs in Sarajevo Canton, Herzegovina-Neretva Canton, and Republika Srpska.*

Reporting Frequency: *Annually*

Individual(s) Responsible: *External research agency*

TRIGGER AND BASELINE

Baseline Timeframe: *2019*

Trigger: *When the Agency for Statistics of Bosnia and Herzegovina and Ministry of Education publishes data on government spending for education.*

Rationale for Trigger: *The estimate will be based on official data published by the Agency for Statistics of Bosnia and Herzegovina. Following the publication of official statistics, an external consulting agency will proceed to analyze the data and measure changes.*

DATA QUALITY

Known Data Limitations: *Time frame for finalizing the consumption report.*

CHANGES TO CONTEXT INDICATOR

Changes to Indicator: *N/A*

Other Notes: *N/A*

THIS SHEET LAST UPDATED ON: **May 2022**

Performance Indicator Reference Sheet – (2)

Name of the CDCS Result the Indicator is related to:

Sub-IR 1.2.2. Adoption of key reforms and implementation supported

Activity Purpose: *Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased*

Name of Activity Result Measured: Teacher capacity to incorporate critical thinking and applied knowledge in STEAM into classroom teaching increased

Name of Indicator: *Average score on Assessment of Teachers Capacity to Teach STEAM and 4Cs*

DESCRIPTION

Precise Definition(s):

*Within the defined indicator, the term **teachers** includes teachers from the 99 target schools who teach STEAM subjects (STEAM is defined as Science, Technology, Engineering, Arts, and Mathematics, with STEAM subjects including mathematics, physics, geography, IT, chemistry, biology, language, liberal, humanities, language arts, music and visual arts).*

TABLA will work on creating enabling conditions for the education reform and the systematic integration of STEAM and critical thinking across teacher trainings and curricula thus providing them with essential knowledge and skills relevant for educating the students in 4Cs (Creativity, Communication, Collaboration and Critical Thinking) and expanding the critical thinking part to the 4Cs.

To improve STEAM teaching competencies means that teachers will focus on students and on the development of critical thinking, collaboration, creativity, communication, problem solving and decision-making skills rather than on directing students to learn through memorization and recitation techniques.

In order to follow progress over time, MTMs will follow the progress of teachers through teachers' reports and regular communication. Implementation plans will be developed and used in order to inform on how STEAM will be taught in classrooms, what STEAM themes are set, how correlation between STEAM subjects are met, as well as frequency and density of STEAM representation in relation to regular teaching process.

Teachers will complete the baseline questionnaire prior to their training and again in Year 3, results should demonstrate how the training and other TABLA activities have helped participants develop their skills and knowledge on the subject matter. Every training session should have specific learning objectives in order to successfully measure the learning impact (Kirkpatrick model: Level 2).

Approximately 600 teachers from TABLA schools will be randomly selected to participate in the research - proportionate to the number of targeted schools in the three geographical regions in which the TABLA Activity is implemented. The data collection tool measure four areas: 1) teachers' attitudes (cognitive, affective, and behavioral) toward STEAM (program perception, thinking, and challenges brought by teaching according to STEAM concept; 2) teachers' teaching capacity in relation to collaboration, communication, and creativity; 3) teachers' communication styles; and 4) teachers' critical thinking. Average score on Assessment of Teachers Capacity to Teach STEAM and 4Cs will be calculated as an average of individual results for all teachers participating in the research. Individual result for each teacher is their score on the Assessment of Teachers Capacity to Teach STEAM and 4Cs and expressed as a percentage of the combined results of a test of competencies and a self-assessment survey.

Calculation Model (if applicable):
Average score= sum of individual scores of all sampled teachers / total number of teachers

Unit of Measure: *Percent/Fraction*
Description of Unit of Measure: *Average score*
Does this Indicator Have a Changing Calculation Base with Each Reporting Period (e.g., Quarter or Year): Yes ☐   No ☒

Desired Direction: *The indicator should go up.*

Disaggregation: *N/A*

Geography: *Entity/Canton*

Rationale or Justification for Indicator: *The indicator has been defined/suggested to capture and showcase the impact level in the professional and practical sphere of education process and gain of the professionals/teachers to acquire critical and necessary knowledge/skills and experience that will be integrated in forthcoming reforms and students in their educational/development/growth path.*

PLAN FOR DATA ACQUISITION BY USAID

Data Collection Method: *Baseline and end line assessments will be conducted to collect relevant data. Baseline assessment was completed in early September 2021, and end line assessment will be finalized in May 2022. Design and methodology of the study are a combination of qualitative and quantitative methods followed by descriptive and inferential statistics.*

Data Source: *Questionnaire assessing the teachers' capacity to teach STEAM and 4Cs*

Frequency of Reporting Data Within Activity Tracking Table: *Annually*

Estimated Cost of Data Acquisition: *[removed]*

Data Collected by: *Save the Children: Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Officer*

External research agency which will conduct baseline and end line assessment and develop a methodology	

Individual Responsible at USAID: *Activity AOR*

Individual Responsible at Activity: *Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Officer /*

Location of Data Storage: *A management information system (MIS) is developed for data storage, management, and analysis in line with SC standards. Hard copies of the pre/post questionnaires will be stored and electronic databases will be created and back-up files uploaded on a shared drive to ensure proper data entry and storage of relevant information.*

DATA QUALITY ISSUES

Date of Initial/Previous Data Quality Assessment: *N/A*

Date of Future Data Quality Assessments: *FY2021*

Known Data Limitations and Significance (if any): *N/A*

Actions Taken or Planned to Address Data Limitations (if any): *N/A*

PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING

Data Analysis Method: *SC MEAL department will use Kirkpatrick capacity gains formula to analyze pre- and post-tests.*

Responsible for Data Analysis: *Research Consulting Firm to conduct assessment*
SC MEAL department will analyze data collected on training (pre- and post-test)

Presentation of Data Analysis: Data from *pre- and post-test will be presented in charts with narrative analysis and summary.*

Reporting of Data Analysis: Analysis of data will be included in *relevant quarterly and annual reports.*

Review and Use of Data Analysis: *Data analysis will be used by COP for project management decision-making, and by Activity staff for advocating activities.*

CHANGES TO INDICATOR

Changes to Indicator: *Baseline data is going to be collected in Y2 using baseline assessment tool for assessing the capacities of teachers. In accordance with the methodology developed by the external agency, the format of the baseline input was changed from simple number to percentage (%) to better present the achievements in the realization of the target.*

Other Notes: *N/A*

PERFORMANCE INDICATOR VALUES (also specify for disaggregation, if any)

Overall Activity Baseline: *Baseline data collected and reported in Q4, Y2.*

Rationale for Targets: *Targets defined as per results on baseline assessment according to the rational expectations for improvement.*

TABLE WITH BASELINE AND TARGETS:
OVERALL ACTIVITY BASELINE

OVERALL ACTIVITY BASELINE DATE	OVERALL ACTIVITY BASELINE VALUE
FY2021, Year 2	**49.8%**
TARGETS	
Reporting Period (e.g., Quarter or Year)	**TARGET**
FY2020, Year 1	*0*
FY2021, Year 2	*0*
FY2022, Year 3	65%
Life of Activity Cumulative Targets	65%
THIS SHEET LAST UPDATED BY: Save the Children	**DATE: May 2022**

Performance Indicator Reference Sheet – (3)

Name of the CDCS Result the Indicator is related to:

Sub-IR 1.2.2. Adoption of key reforms and implementation supported

Activity Purpose: *Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased*

Name of Activity Result Measured: *Teacher capacity to incorporate critical thinking and applied knowledge in STEAM into classroom teaching increased*

Name of Indicator: *Number of educators who complete professional development activities with TABLA assistance*

DESCRIPTION

Precise Definition(s):

*The term **educator** within this indicator stands for 75 lecturers/professors who provide pre-service teacher training at institutions of higher education, 150 primary/secondary school teachers who receive training to become master trainers/mentors (MTMs), 3,000 teachers at 103 selected primary and secondary schools[2],, and other teachers who will be involved in TABLA professional development activities (pre-service and in-service training, capacity building training sessions, simulations, practical application activities) for integrating 4Cs (Creativity, Communication, Collaboration and Critical Thinking) and STEAM (Science, Technology, Engineering, Arts, and Mathematics) in targeted levels of education.*

*Educators are considered to have **completed** professional development activities by completing all training sessions, practical exercises, and follow-on activities related to their specific training program and receiving a certificate of completion (if offered).*

Calculation Model (if applicable): *N/A*

Unit of Measure: *Simple NumberSimple Number*
Description of Unit of Measure: *Educators trained*

Desired Direction: *The indicator should go up.*

Disaggregation: *By sex, and by education level where they teach*

Geography: *Entity/Canton*

Rationale or Justification for Indicator:
Continuous professional development of educators/ teachers should be obligatory element of each education strategy. It guarantees quality future services for students. By measuring number of educators/teachers trained through TABLA Activity we will have the quality overview of directly reached students and potential "multiplier effect" measured through Total Reach Methodology.

PLAN FOR DATA ACQUISITION BY USAID

Data Collection Method: *Review of activity records, review of sign-in sheets*

Data Source: *Activity records – sign in sheets*

Frequency of Reporting Data Within Activity Tracking Table: *Annually*

Estimated Cost of Data Acquisition: *N/A*

Data Collected by: *MEAL Officer, TABLA staff*

Individual Responsible at USAID: *Activity AOR*

Individual Responsible at Activity: *Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Officer /*

Location of Data Storage: *A management information system (MIS) is developed for data storage, management, and analysis in line with SC standards.*

DATA QUALITY ISSUES

Date of Initial/Previous Data Quality Assessment: *N/A*

Date of Future Data Quality Assessments: *FY2021*

Known Data Limitations and Significance (if any): *N/A*

Actions Taken or Planned to Address Data Limitations (if any): *N/A*

PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING

Data Analysis Method: *Annually compare achievements against targets*

Responsible for Data Analysis: *SC MEAL Department*

Presentation of Data Analysis: *MEAL plan in Excel – tables, charts, narratives*

Reporting of Data Analysis: *SC MEAL Department will have monthly meetings with Activity staff in order to monitor the progress against the set indicators and activities. Relevant data will be included in quarterly and annual reports.*

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[2] The entire project intervention includes 104 educational institutions, of which 103 are primary or secondary schools, while one is the Faculty of Pedagogy of the "Džemal Bijedić" University in Mostar.

Review and Use of Data Analysis: *Analyzed data will be used for work planning and timely adjusting and improving any tasks if needed*	

CHANGES TO INDICATOR
Changes to Indicator: *New target set for Year 3 based on shift of activities from Year 2 to Year 3 in USAID-approved workplan.*
Other Notes: *N/A*

PERFORMANCE INDICATOR VALUES (also specify for disaggregation, if any)
Overall Activity Baseline: *N/A*
Rationale for Targets: *.Targets are planned on the basis of training and professional development activities included in approved work plans and refer to the nominal number of participants in training programs and workshops, professional development seminars, capacity building webinars, and other activities. Several activities were shifted from year 2 to year 3 with USAID approval, and a target of 1,536 educators who complete professional development activities in Year 3 was approved in Y3 workplan (1500 teachers for SP2 and 36 professors for SP1). Since, due to shifting of activities to Y3, Y2 target was not achieved, Y3 target was changed from 0 to 1,536 to ensure the LoA target achievement.*

TABLE WITH BASELINE AND TARGETS: OVERALL ACTIVITY BASELINE

OVERALL ACTIVITY BASELINE DATE	OVERALL ACTIVITY BASELINE VALUE
FY2021, Year 2	*0*
TARGETS	
Reporting Period (e.g., Quarter or Year)	**TARGET**
FY2020, Year 1	*0*
FY2021, Year 2	*3225 educators*
FY2022, Year 3	*1,536*
Life of Activity Cumulative Targets	*3225*
THIS SHEET LAST UPDATED BY: Save the Children	**DATE: June 2022**

Performance Indicator Reference Sheet – (4)

Name of the CDCS Result the Indicator is related to:

Sub-IR 1.2.2. Adoption of key reforms and implementation supported

Activity Purpose: *Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased*

Name of Activity Result Measured: *Teacher capacity to incorporate critical thinking and applied knowledge in STEAM into classroom teaching increased*

Name of Indicator: *# of TABLA-assisted trainings, events, and activities designed to improve pre- and in-service teacher training*

DESCRIPTION

Precise Definition(s):

Pre-service teacher training is defined as the education and training provided to student teachers before they enter the teaching profession. **In-service teacher training** is defined as learning opportunities (training and professional development) for practicing teachers. Within the context of the TABLA project, **pre-service training activities** are designed for lecturers/professors at universities and pedagogical institutes that offer pre-service teacher training programs. Within the context of the TABLA project, **in-service training activities** are designed for in-service teachers and educators at the primary and secondary levels.

TABLA **trainings, events, and activities** included within the definition of this indicator include the following activities to be implemented under Sub-purpose 1 and Sub-purpose 2:

Pre-Service Training Activities for 75 Lecturers and Professors at Five Targeted Institutions of Higher Education:
• *Three x one-day seminars for lecturers/professors who will promote, integrate, and lobby for full integration of changes in pre-service teacher training programs (Y2)*
• *Four x half-day virtual follow-on support sessions for lecturers/professors – 2 sessions/semester x 2 semesters (Y3)*

In-service Training for 150 Teachers from 100 Targeted Primary and Secondary Schools to Become Master Trainers/Mentors (MTMs):
• *One training of trainers (TOT) program (Y2) comprising;*
· *Participation in 3 "classroom" training modules (16 days total)*
· *Preparation and implementation of one 4-day training workshop for other teachers/peers*
· *Implementation of at least two mentoring sessions for other teachers/peers*
• *Eight virtual follow-on support sessions for MTMs – 2 sessions/semester x 2 semesters x 2 groups with 75 MTMs/group (Y3)*

In-service Training for 3000 Teachers from 100 Targeted Primary and Secondary Schools:
• *30 x four-day training workshops x 100 teachers/training workshop (Y2)*
• *300 group mentoring sessions for teachers conducted by 150 MTMs – at least 1 group session/semester x 2 semesters x 150 MTMs (Y3)*

In-service Teachers/Lecturers/Professors at Educational Institutions throughout BiH:
• *18 virtual MHPSS support sessions and training sessions on online teaching techniques for 1800 teachers/lecturers/professors from any educational institution in BiH (Y2)*

Calculation Model (if applicable): *N/A*

Unit of Measure: *Simple NumberSimple Number*
Description of Unit of Measure: *Number of trainings/events/activities*
Does this Indicator Have a Changing Calculation Base with Each Reporting Period (e.g., Quarter or Year): Yes ☐   No ☒

Desired Direction: *UP*

Disaggregation: *N/A*

Geography: *Entity/Brcko District / Canton*

Rationale or Justification for Indicator: *This indicator is used to monitor the overall scope of training and other activities focused on advancing pre- and in-service teacher training. Teacher trainings are necessary for incorporating critical thinking and applied knowledge in STEAM into classroom teaching.*

PLAN FOR DATA ACQUISITION BY USAID

Data Collection Method: *Review of activity records, review of sign-in sheets*

Data Source: *Activity records on training, events and activities / TEA (trainings, events, activities) Database*

Frequency of Reporting Data Within Activity Tracking Table: *Annually*

Estimated Cost of Data Acquisition: *N/A*

Data Collected by: *MEAL Officer, TABLA staff*

Individual Responsible at USAID: *Activity AOR*

Individual Responsible at Activity: *Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Officer*	
Location of Data Storage: *A management information system (MIS) is developed for data storage. Back-up files will be uploaded on a shared drive to ensure proper data entry and storage of relevant information.*	

DATA QUALITY ISSUES
Date of Initial/Previous Data Quality Assessment: *N/A*
Date of Future Data Quality Assessments: *FY2021*
Known Data Limitations and Significance (if any): *N/A*
Actions Taken or Planned to Address Data Limitations (if any): *N/A*

PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING
Data Analysis Method: *Annually compare achievements against targets*
Responsible for Data Analysis: *SC MEAL Department*
Presentation of Data Analysis: *MEAL plan in Excel*
Reporting of Data Analysis: *SC MEAL department will have monthly meetings with Activity staff in order to monitor the progress against the set indicators and activities. Relevant data will be included in quarterly and annual reports.*
Review and Use of Data Analysis: *Analyzed data will be used for work planning and timely adjusting and improving tasks if needed*

CHANGES TO INDICATOR
Changes to Indicator: *The Precise Definition of **trainings, events, and activities** was modified due to the revision of the program description in Year 2.*
Other Notes: *N/A*

PERFORMANCE INDICATOR VALUES (also specify for disaggregation, if any)
Overall Activity Baseline: *0*
Rationale for Targets: *The target for Year 2 includes trainings offered to pre-service and in-service educators. The target for Year 3 includes follow-on activities and events to support and mentor educators trained during Year 2.*

TABLE WITH BASELINE AND TARGETS:
OVERALL ACTIVITY BASELINE

OVERALL ACTIVITY BASELINE DATE	OVERALL ACTIVITY BASELINE VALUE
FY2020, Year 1	*0*
TARGETS	
Reporting Period (e.g., Quarter or Year)	**TARGET**
FY2020, Year 1	*0*
FY2021, Year 2	*52*
FY2022, Year 3	*312*
Life of Activity Cumulative Targets	*364*
THIS SHEET LAST UPDATED BY: Save the Children	**DATE: May 2022**

Performance Indicator Reference Sheet – (5)

Name of the CDCS Result the Indicator is related to:

Sub-IR 1.2.2. Adoption of key reforms and implementation supported

Activity Purpose: *Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased*

Name of Activity Result Measured: *Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased*

Name of Indicator: CBLD-9 Percent of TABLA-assisted organizations with improved performance

DESCRIPTION

Precise Definition(s):

This indicator measures whether TABLA-funded capacity development efforts have led to improved organizational performance in organizations receiving organizational capacity development support. **Capacity development** *is the process of unleashing, strengthening and maintaining such capacity. The capacity development efforts within TABLA Activity will be specifically focused on enhancing teacher´s capacity to incorporate 4Cs (Creativity, Communication, Collaboration and Critical Thinking) and applied knowledge in STEAM (Science, Technology, Engineering, Arts, and Mathematics) into classroom. By building the capacities of educational staff, the Activity will build capacities of the schools and thus affect the overall performance improving*

The term **organizations** *within the TABLA´s CBLD-9 Indicator refers to 103 targeted* **primary and secondary schools**[3] *spread in three geographic areas (Canton Sarajevo, Herzegovina- Neretva Canton and Republika Srpska).*

The key performance indicator which defines the term **"improved performance"** *within the TABLA CBLD-9 Indicator refers to positive changes in average organizational score on assessment of teachers´ capacity to teach STEAM and 4Cs that happens in each organization (primary and secondary schools) as result of TABLA capacity building assistance. The organization is considered* **to have improved performance** *if the average score of all teachers (average of total points) within an organization from the latest Reporting Period (e.g., Quarter or Year) has increased by 15 percentage points or more compared to the value from the previous measuring point.*

Calculation Model (if applicable): *Numerator = number of schools with improved key performance indicator, and Denominator = number of TABLA-assisted schools receiving organizational capacity development support.* **The objective criteria** *for determining whether an organization* **has improved its performance is based** *on the difference between the average score (initial and final value) of an organization as per defined key performance indicator, and between two measuring points: value from the latest measuring point minus the value from the previous measuring point.*

Unit of Measure: *Percent/Fraction*

Description of Unit of Measure*: TABLA-assisted organizations with improved performance*

Does this Indicator Have a Changing Calculation Base with Each Reporting Period (e.g., Quarter or Year): Yes ☐ No ☒

Desired Direction: *Up*

Disaggregation: *Level of education– secondary and primary schools,; numerator/denominator*

Geography: *Municipality/City*

Rationale or Justification for Indicator: *As USAID's new* [Acquisition and Assistance (A&A) Strategy](#) *states, the Agency is shifting "from viewing successful local capacity building as an organization's ability to receive and manage federal funding directly to measuring success by the strengthened performance of local actors and local systems in achieving and sustaining demonstrable results." This important shift will focus USAID's attention on the outcomes—not just the inputs—of its work to strengthen the capacity and performance of local entities and locally established partners.*

In the specific context of TABLA Activity, improved performance at education institutions ripples throughout an education system, strengthening education research efforts, improving teacher performance, and benefiting education finance, policy, and reform. Improved performance at the secondary and primary levels can contribute to safer learning environments, improved instruction, and better management of student learning. Also, a school in which teachers have high levels of content knowledge, are committed to the school goals, and are deployed effectively will have higher capacity than a school without these features.

PLAN FOR DATA ACQUISITION BY USAID

[**Data Collection Method**](#): *Capacities will be assessed by online questionnaires (pre- and post-tests).*

Data Source: *Pre- and post-tests, trainings of trainers reports; implementation plans; test of teachers' capacity to teach STEAM and 4Cs*

Frequency of Reporting Data Within Activity Tracking Table: *Annual*

Estimated Cost of Data Acquisition: *N/A*

Data Collected by: MEAL department

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[3] The entire project intervention includes 104 educational institutions, of which 103 are primary or secondary schools, while one is the Faculty of Pedagogy of the "Džemal Bijedić" University in Mostar.

Individual Responsible at USAID: *Activity AOR*	
Individual Responsible at Activity: *Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Officer*	
Location of Data Storage: *A management information system (MIS) is developed for data storage. Back-up files will be uploaded on a shared drive to ensure proper data entry and storage of relevant information.*	

DATA QUALITY ISSUES
Date of Initial/Previous Data Quality Assessment: *N/A*
Date of Future Data Quality Assessments: *FY 2021*
Known Data Limitations and Significance (if any): *N/A*
Actions Taken or Planned to Address Data Limitations (if any): *N/A*

PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING
Data Analysis Method: *Compare achievements against targets*
Responsible for Data Analysis: *SC MEAL Department*
Presentation of Data Analysis: *CBLD-9 achievement charts in Excel comparing achievements towards targets.*
Reporting of Data Analysis: *SC MEAL department will have monthly meetings with Activity staff in order to monitor the progress against the set indicators and activities. Relevant data will be included in quarterly and annual reports.*
Review and Use of Data Analysis: *Analyzed data will be used for work planning and timely adjusting and improving tasks if needed; the data will also be used to inform the performance improvements in the schools and universities that can be attributed to TABLA Activity*

CHANGES TO INDICATOR
Changes to Indicator: *N/A*
Other Notes: *N/A*

PERFORMANCE INDICATOR VALUES
Overall Activity Baseline: *0*
Rationale for Targets: *The trainings for teachers are planned to take place in the second and third years of the Activity. It takes time to assess whether there is a real change in knowledge, whether the acquired knowledge is being put into practice, and whether all this has consequently led to a performance improvement of the organization (school). Therefore, a progress assessment based on the target set for this indicator will be made in the third year of the Activity. It is estimated that a minimum of 40% of organizations will report on improved performance thanks to TABLA assistance in Year 3. We will collect data and report on this indicator in Year 3.*

TABLE WITH BASELINE AND TARGETS:
OVERALL ACTIVITY BASELINE

OVERALL ACTIVITY BASELINE DATE	OVERALL ACTIVITY BASELINE VALUE
FY2021, Year 2	*0*
TARGETS	
Reporting Period (e.g., Quarter or Year)	**TARGET**
FY2020, Year 1	*N/A*
FY2021, Year 2	*N/A*
FY2022, Year 3	*40%, numerator: 41; denominator:103[4]*
Life of Activity Cumulative Targets	*40%, numerator: 41; denominator:103*
THIS SHEET LAST UPDATED BY: Save the Children	**DATE: May 2022**

[4]In the given time period, 99 primary / secondary schools were included in the baseline research. Four primary schools were subsequently added to the project and included in the end line research, thus the change in numerator and denominator to maintain the established target of 40%.

Performance Indicator Reference Sheet – (6)

Name of the CDCS Result the Indicator is related to:
Sub-IR 1.2.2. Adoption of key reforms and implementation supported
Activity Purpose: *Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased*
Name of Activity Result Measured: *Increased standards for pre-service teacher training adopted and implemented in select teaching faculties*
Name of Indicator: *Stage reached in aligning teaching faculty curricula with CCC*

DESCRIPTION

Precise Definition(s):

TABLA will align pre-service curricula with CCC (Common Core Curricula), and integrate STEAM (Science, Technology, Engineering, Arts, and Mathematics), 4Cs (Creativity, Communication, Collaboration and Critical Thinking) and PPDM (Pedagogy, Psychology, Didactics, and Teaching Methods) into pre-service training.

Stage 1 *Includes supporting APOSO (Agency for Pre-school, Primary and Secondary Education) and local experts to fast track the development of OTC (Operational Teaching Curriculum) for ART competences (to complete the existing OTC for STEAM competences) and expand critical thinking content to include the 4Cs. The first stage is considered completed once APOSO and local experts have completed updates to pre-service curricula.*

Stage 2. *Includes soliciting and incorporating feedback from PAB (Project Advisory Board) comprised of relevant BiH education institutions: Ministry of Civil Affairs, Agency for Development of Higher Education and Quality Assurance in BiH, Agency for Pre-School, Primary, and Secondary Education in BiH, Cantonal Ministries of Education or Department of Education in RS) and the wider pre-service higher education professional and practitioner community. The second stage is considered completed once TABLA incorporates final revisions and shares the curricula with MoEs (Ministries of Education).*

Stage 3. *Includes mobilization of educational stakeholders to institutionalize revised pre-service curricula which reflect guidance from BiH and international experts, align with CCC, and integrate learner-centered pedagogies including 4Cs, PPDM, and STEAM. The third stage is considered completed once revised curriculum is adopted and implemented in higher education syllabi and modules/programs in targeted areas and institutions (universities, Higher Education Agency, etc.)*

Calculation Model (if applicable): *N/A*
Unit of Measure: *Simple NumberSimple Number* **Description of Unit of Measure**: *Milestones stages, ranking from 1 to 4* **Does this Indicator Have a Changing Calculation Base with Each Reporting Period (e.g., Quarter or Year): Yes ☐   No ☒**
Desired Direction: *Up*
Disaggregation: *N/A*
Geography: *Entity/Canton*
Rationale or Justification for Indicator: *To increase standards for pre-service teacher training, and consequentially to improve student's outcomes in 4Cs and STEAM subjects, Activity will engage in the process of aligning curricula with CCC and integrating 4Cs and PPDM into pre-service training. The Activity has developed 4 stages to be followed in this process.*

PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: *Review of Activity records*
Data Source: *Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet*
Frequency of Reporting Data Within Activity Tracking Table: *Annually*
Estimated Cost of Data Acquisition: *N/A*
Data Collected by: *MEAL Coordinator, MEAL Officer, TABLA staff*
Individual Responsible at USAID: *Activity AOR*
Individual Responsible at Activity: *Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Officer*
Location of Data Storage: *SCNWB files and computers.*

DATA QUALITY ISSUES
Date of Initial/Previous Data Quality Assessment: *N/A*
Date of Future Data Quality Assessments: *FY2021*
Known Data Limitations and Significance (if any): *N/A*
Actions Taken or Planned to Address Data Limitations (if any): *N/A*

PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING

Data Analysis Method: *Annual analysis to compare achievement against target.*	
Responsible for Data Analysis: *SC MEAL Department, Activity staff*	
Presentation of Data Analysis: *MEAL plan in Excel – tables, charts, narratives*	
Reporting of Data Analysis: *SC MEAL department will have monthly meetings with Activity staff in order to monitor the progress against the set indicators and activities. Relevant data will be included in quarterly and annual reports.*	
Review and Use of Data Analysis: *Analyzed data will be used for work planning and timely adjusting and improving tasks if needed*	

CHANGES TO INDICATOR
Changes to Indicator: *The milestone stages were re-defined and the number of milestone stages was decreased from 4 to 3, as activities planned to achieve Stage 4 were removed from the revised program description approved in Year 2.*
Other Notes*: N/A*

PERFORMANCE INDICATOR VALUES (also specify for disaggregation, if any)
Overall Activity Baseline: *0*
Rationale for Targets: *The targets are based on the assumption that each stage will be completed within a predicted time-frame. The target for Year 1 was Stage 2 but it was not fully achieved. Therefore, the target for Year 2 is Stage 2, and the target for Year 3 and the Life of the Activity is Stage 3.*

TABLE WITH BASELINE AND TARGETS:
OVERALL ACTIVITY BASELINE

OVERALL ACTIVITY BASELINE DATE	OVERALL ACTIVITY BASELINE VALUE
FY2020, Y1	*0*
TARGETS	
Reporting Period (e.g., Quarter or Year)	**TARGET**
FY2020, Year 1	*2*
FY2021, Year 2	*2*
FY2022, Year 3	*3*
Life of Activity Cumulative Targets	*3*
THIS SHEET LAST UPDATED BY: Save the Children	**DATE: April 2021**

Performance Indicator Reference Sheet – (7)

Name of the CDCS Result the Indicator is related to:
Sub-IR 1.2.2. Adoption of key reforms and implementation supported
Activity Purpose: *Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased*
Name of Activity Result Measured: *Increased standards for pre-service teacher training adopted and implemented in select teaching faculties*
Name of Indicator: *Stage reached in developing, adopting, and implementing modular study program for pre-service teachers training (milestone)*

DESCRIPTION

Precise Definition(s):

Based on Standard Occupations (OS) and Standard Qualifications (QS) for pre-service teacher training, TABLA will develop a modular study program on CCC (Common Core Curricula) based on learning outcomes, 4Cs-STEAM (Creativity, Communication, Collaboration and Critical Thinking/ Science, Technology, Engineering, Arts, and Mathematics), PPDM (Pedagogy, Psychology, Didactics, and Teaching Methods) and key competencies for educating future educational professionals such as: pre-school, primary (both classroom and subject teaching), and secondary school teachers on the above.

Stage 1. SC partners Foundatin for Education in Action (FEiA) that lead on this sub-purpose with the support of National Education Institute Slovenia (NEIS) and in collaboration with local and international experts and key BiH institutional representatives, will design a modular study program tailored specifically to the BiH context but using best practices from the global education community. This modular study program will include teacher preparation programs based on PPDM deliverables from the Enhancing and Advancing basic Learning and Education (ENABLE) project, tailored coursework, and practical experience. FEiA and NEIS, along with key experts from the region and Europe, will share the most promising approaches from the European Union and the Balkan region for teaching STEAM using active student participation. Experts will also share methods for technology-based monitoring and evaluation of students' understanding and comprehension. Technical experts will also advise on methods for encouraging the development of young teachers' learning skills through research, experiential learning, peer or supervisory support, and competency development throughout their careers. The first stage is considered completed once the modular study program is developed.

Stage 2. During this stage the modular study program will be submitted to relevant Ministries of Education (MoEs) and universities for consideration and endorsement. Stage 2 is considered completed once the Modular Study Program is finalized and submitted to the relevant MoEs.

Stage 3. Selected lecturers/professors from five targeted institutions introduce the Modular Study Program in pre-service teacher training programs at their institutions. Stage 3 is considered to be completed once the lecturers/professors begin using any or all of the Modular Study Program in their pre-service teacher training program.

Calculation Model (if applicable): *N/A*
Unit of Measure: *Simple NumberSimple Number* **Description of Unit of Measure**: *Milestone stages, ranking from 1 to 4* **Does this Indicator Have a Changing Calculation Base with Each Reporting Period (e.g., Quarter or Year): Yes ☐   No ☒**
Desired Direction: *Up*
Disaggregation: *N/A*
Geography *Entity/Canton*
Rationale or Justification for Indicator: *To increase standards for pre-service teacher training, Activity will develop a modular training program integrating learning outcomes and key competencies for pre-school, primary and secondary school teachers, while SC partners FEiA and NEIS, in collaboration with local and international experts and key BiH institutional representatives, will design a modular study program tailored specifically to the BiH context but using best practices from the global education community. Since this modular study program represents a systematic preparation path for future teachers so that they are prepared for their in-service and improvement of student outcomes in 4Cs and STEAM subjects, it is of great importance to fallow the progress and every step in achieving that goal.*

PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: *Review of Activity records*
Data Source: *Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet*
Frequency of Reporting Data Within Activity Tracking Table: *Annually*
Estimated Cost of Data Acquisition: *N/A*
Data Collected by: *MEAL Coordinator, MEAL Officer, TABLA staff*

Individual Responsible at USAID: *Activity AOR*	
Individual Responsible at Activity: *Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Officer*	
Location of Data Storage: *SCNWB files and computers.*	

DATA QUALITY ISSUES
Date of Initial/Previous Data Quality Assessment: *N/A*
Date of Future Data Quality Assessments: *FY2021*
Known Data Limitations and Significance (if any): *N/A*
Actions Taken or Planned to Address Data Limitations (if any): *N/A*

PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING
Data Analysis Method: *Annual analysis to compare achievement against target.*
Responsible for Data Analysis: *SC MEAL Department, Activity staff*
Presentation of Data Analysis: *MEAL plan in Excel*
Reporting of Data Analysis: *SC MEAL department will have monthly meetings with Activity staff in order to monitor the progress against the set indicators and activities. Relevant data will be included in quarterly and annual reports.*
Review and Use of Data Analysis: *Analyzed data will be used for work planning and timely adjusting and improving tasks if needed*

CHANGES TO INDICATOR
Changes to Indicator: *The number of milestone stages was decreased from 4 to 3, as activities planned to achieve Stage 4 were removed from the revised program description approved in Year 2.*
Other Notes: *N/A*

PERFORMANCE INDICATOR VALUES (also specify for disaggregation, if any)
Overall Activity Baseline: *0*
Rationale for Targets: *The targets are based on the assumption that each stage will be completed within a predicted time-frame. Stages 1 and 2 will be completed in Year 2. Stage 3 will be completed in Year 3 and is the target for Year 3 and the Life of Activity.*

TABLE WITH BASELINE AND TARGETS: OVERALL ACTIVITY BASELINE

OVERALL ACTIVITY BASELINE DATE	OVERALL ACTIVITY BASELINE VALUE
FY2021, Year 2	*0*
TARGETS	
Reporting Period (e.g., Quarter or Year)	**TARGET**
FY2020, Year 1	*0*
FY2021, Year 2	*2*
FY2022, Year 3	*3*
Life of Activity Cumulative Targets	*3*
THIS SHEET LAST UPDATED BY: Save the Children	**DATE: April 2021**

Performance Indicator Reference Sheet – (8)

Name of the CDCS Result the Indicator is related to:	
Sub-IR 1.2.2. Adoption of key reforms and implementation supported	
Activity Purpose: *Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased*	
Name of Activity Result Measured: *Increased standards for pre-service teacher training adopted and implemented in select teaching faculties*	
Name of Indicator: *Stage reached in developing and adopting University Teachers Professional Development Program (milestone)*	

DESCRIPTION

Precise Definition(s):

Stage 1. *Includes creating a Teacher Professional Development Program, led and coordinated by FEiA and supported by NEIS and international and local experts, that will incorporate operational modalities and translation of the updated pre-service curricula into their teaching, and improve the education and quality of future teachers' research, teaching, and learning and the most importantly preparation and readiness of future teachers to receive relevant and quality education and acquire knowledge and experience on the most important education novelties. This stage is completed once Teacher Professional Development Program is created and prepared for submission to relevant policy and educational authorities. During this stage a Teacher Professional Development Program will be submitted to relevant Ministries of Education (MoEs) for consideration and endorsement.*

Stage 2. *The stage is considered to be completed once the program is adopted by ministries and the senate/deans at the targeted university level institutions.*

Calculation Model (if applicable): *N/A*

Unit of Measure: *Simple NumberSimple Number*
Description of Unit of Measure: *Milestones stages, ranking from 1 to 2*
Does this Indicator Have a Changing Calculation Base with Each Reporting Period (e.g., Quarter or Year): Yes ☐   No ☒

Desired Direction: *Up*

Disaggregation: *N/A*

Geography: *Entity/Canton*

Rationale or Justification for Indicator: *To increase standards for pre-service teacher training TABLA will create a Teacher Professional Development Program that will incorporate operational modalities and translation of the updated pre-service curricula into teaching, and improve the quality of future teachers' research, teaching, and learning. The Activity has developed 2 stages to be followed in this process.*

PLAN FOR DATA ACQUISITION BY USAID

Data Collection Method: *Review of Activity records*

Data Source: *Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet*

Frequency of Reporting Data Within Activity Tracking Table: *Annually*

Estimated Cost of Data Acquisition: *N/A*

Data Collected by: *MEAL Coordinator, MEAL Officer, TABLA staff*

Individual Responsible at USAID: *Activity AOR*

Individual Responsible at Activity: *Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Officer*

Location of Data Storage: *SCNWB files and computers.*

DATA QUALITY ISSUES

Date of Initial/Previous Data Quality Assessment: *N/A*

Date of Future Data Quality Assessments: *FY 2021*

Known Data Limitations and Significance (if any): *N/A*

Actions Taken or Planned to Address Data Limitations (if any): *N/A*

PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING

Data Analysis Method: *Annual analysis to compare achievement against target.*

Responsible for Data Analysis: *SC MEAL Department, Activity staff*

Presentation of Data Analysis: *MEAL plan in Excel, tables, charts*

Reporting of Data Analysis: *SC MEAL department will have monthly meetings with Activity staff in order to monitor the progress against the set indicators and activities. Relevant data will be included in quarterly and annual reports.*

Review and Use of Data Analysis: *Analyzed data will be used for work planning and timely adjusting and improving tasks if needed*

CHANGES TO INDICATOR

Changes to Indicator: *The number of milestone stages was decreased from 3 to 2, as activities planned to achieve Stage 3 were removed from the revised program description approved in Year 2.*	
Other Notes: N/A	
PERFORMANCE INDICATOR VALUES (also specify for disaggregation, if any)	
Overall Activity Baseline: *0*	
Rationale for Targets: *The targets are based on the assumption that each stage will be completed within a predicted time-frame. Stage 1 will be completed in Year 2 and Stage 2 in Year 3.*	

TABLE WITH BASELINE AND TARGETS:
OVERALL ACTIVITY BASELINE

OVERALL ACTIVITY BASELINE DATE	OVERALL ACTIVITY BASELINE VALUE
FY2020, Year 1	*0*
TARGETS	
Reporting Period (e.g., Quarter or Year)	**TARGET**
FY2020, Year 1	*0*
FY2021, Year 2	*1*
FY2022, Year 3	*2*
Life of Activity Cumulative Targets	*2*
THIS SHEET LAST UPDATED BY: Save the Children	**DATE: April 2021**

Performance Indicator Reference Sheet – (9)

Name of the CDCS Result the Indicator is related to:	
Sub-IR 1.2.2. Adoption of key reforms and implementation supported	
Activity Purpose: *Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased*	
Name of Activity Result Measured: *High quality in-service teacher training program integrated into the education systems in selected cantons and entities*	
Name of Indicator: *Stage reached in developing and adopting STEAM Education Training/ Certification in three geographic areas (milestone)*	

DESCRIPTION

Precise Definition(s):

Stage 1. *Includes developing an Education Package that will include education, courses, modular programs, practical applications and Certification reflective of the 4Cs (Creativity, Communication, Collaboration and Critical Thinking), STEAM (Science, Technology, Engineering, Arts, and Mathematics) and PPDM (Pedagogy, Psychology, Didactics, and Teaching Methods). This stage will be considered completed once the Education Package is developed.*

Stage 2. *During this stage a final Education training package and Certification will be presented to cantonal MoEs for approval and institutionalization. This stage is considered completed once Certification is vetted with cantonal MoEs, pedagogical institutes and teaching faculties responsible for the certification of trained teachers.*

Stage 3. *Teachers from the 103 primary and secondary schools with STEAM labs will be selected from the three targeted geographic areas for a training-of-trainers comprised of 16 days of both face-to-face and online instruction modules. This stage is considered completed once 150 teachers are trained and certified as master trainers/mentors.*

Calculation Model (if applicable): *N/A*	
Unit of Measure: *Simple NumberSimple Number*	
Description of Unit of Measure: *Milestones stages, ranking from 1 to 3*	
Does this Indicator Have a Changing Calculation Base with Each Reporting Period (e.g., Quarter or Year): Yes ☐ No ☒	
Desired Direction: *Up*	
Disaggregation: *N/A*	
Geography: *Entity/Canton*	
Rationale or Justification for Indicator: *To improve student's capacities in 4Cs and STEAM subjects, TABLA will engage in the process of developing, adopting, and implementing STEAM Education Training/Incentive Package and Certification to ensure that teachers master new and critical methods in 4Cs, STEM+A, PPDM strategies and skills that will help smooth the critically important STEM rollout in 100 education institutions. The Activity has developed 3 stages to be followed in this process in order to assure quality monitoring of the progress.*	

PLAN FOR DATA ACQUISITION BY USAID

Data Collection Method: *Review of Activity records*	
Data Source: *Activity planning documents, meeting minutes, progress reports, monthly MEAL plan sheet*	
Frequency of Reporting Data Within Activity Tracking Table: *Annually*	
Estimated Cost of Data Acquisition: *N/A*	
Data Collected by: *MEAL Coordinator, MEAL Officer, TABLA staff*	
Individual Responsible at USAID: *Activity AOR*	
Individual Responsible at Activity: *Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Officer*	
Location of Data Storage: *SCNWB files and computers*	

DATA QUALITY ISSUES

Date of Initial/Previous Data Quality Assessment: *N/A*	
Date of Future Data Quality Assessments: FY 2021	
Known Data Limitations and Significance (if any): *N/A*	
Actions Taken or Planned to Address Data Limitations (if any): *N/A*	

PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING

Data Analysis Method: *Annual analysis to compare achievement against target.*	
Responsible for Data Analysis: *SC MEAL Department, Activity staff*	
Presentation of Data Analysis: *MEAL plan in Excel, tables, charts*	
Reporting of Data Analysis: *SC MEAL department will have monthly meetings with Activity staff in order to monitor the progress against the set indicators and activities. Relevant data will be included in quarterly and annual reports.*	

Review and Use of Data Analysis: *Analyzed data will be used for work planning and timely adjusting and improving tasks if needed*	

CHANGES TO INDICATOR
Changes to Indicator: *The number of milestone stages was decreased from 4 to 3, as activities planned to achieve Stage 4 were removed from the revised program description approved in Year 2.*
Other Notes: *N/A*

PERFORMANCE INDICATOR VALUES (also specify for disaggregation, if any)
Overall Activity Baseline: *0*
Rationale for Targets: *The targets are based on the assumption that each stage will be completed within a predicted time-frame. Stages 1 and 2 will be completed in Y1, and Stage 3 will be completed in Year 2.*

TABLE WITH BASELINE AND TARGETS: OVERALL ACTIVITY BASELINE

OVERALL ACTIVITY BASELINE DATE	OVERALL ACTIVITY BASELINE VALUE
FY2020, Year 1	*0*
TARGETS	
Reporting Period (e.g., Quarter or Year)	**TARGET**
FY2020, Year 1	*2 (Stages 1 and 2)*
FY2021, Year 2	*3*
FY2022, Year 3	*0*
Life of Activity Cumulative Targets	*3*
THIS SHEET LAST UPDATED BY: Save the Children	**DATE: May 2022**

Performance Indicator Reference Sheet – (10)

Name of the CDCS Result the Indicator is related to:	
Sub-IR 1.2.2. Adoption of key reforms and implementation supported	
Activity Purpose: *Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased*	
Name of Activity Result Measured: *Improved learning environments that allow for applied learning in STEAM*	
Name of Indicator: *# of schools equipped with STEAM labs with TABLA assistance*	

DESCRIPTION

Precise Definition(s):

The term *schools* within the context of this indicator refers to educational institutions supported by TABLA. TABLA will provide equipment to 103 primary and secondary schools throughout BiH and to the Pedagogical Faculty at University "Džemal Bijedić" in Mostar, for a total of 104 STEAM labs.

A STEAM (Science, Technology, Engineering, Arts, and Mathematics) lab is defined as a classroom or space that includes furniture (tables, shelves, chairs), and STEM tools, equipment and materials (STEM, Arduino, Lego and Education Students kits/set), and IT equipment (computers, 3D printers, and multimedia Prestigio MultiBoard + Floor Stand and video materials). The labs will also include specific equipment for subjects:

Physics – 7th and 8th grade student's kit, and high school student's kit
Mathematics – Geometry Set, Geometry Shapes – detachable, Geometry Shapes - non detachable
Biology – Human Torso Model, Binocular Microscope, Human Skeleton – flexible, Human Skeleton – nonflexible, Human Head - in pieces, Human Brain - in pieces
Geography – Political and Physical Map of The World - two sided (200x148cm), Terrain Map of Europe - 3d (100x70cm), Terrain Map of The World - 3d (100x70cm), Desk Globe (fi 40cm), Compass, and Solar System Map (100x70cm)
Chemistry – Primary and High school Kit, Periodic Table of Chemical Element

Art component will be integrated through specific education materials that will be part of specialized didactic and equipment bearing in mind that ART component within STEAM will relate to language, liberal, and fine arts therefore materials and didactic specifically directed to ART are going to be standard equipment of STEAM labs.

Calculation Model (if applicable): *N/A*
Unit of Measure: *Simple NumberSimple Number*   **Description of Unit of Measure**: *number of STEAM labs*   **Does this Indicator Have a Changing Calculation Base with Each Reporting Period (e.g., Quarter or Year): Yes ☐   No ☒**
Desired Direction: *Up*
Disaggregation: *N/A*
Geography: *Canton/Entity*
Rationale or Justification for Indicator: *Without appropriate environment and tools implementation and integration of any curricula change cannot be fully delivered. Equipping schools in prerequisite for implementation of the Activity.*

PLAN FOR DATA ACQUISITION BY USAID

Data Collection Method: *Review of Activity procurement records and equipped schools' and faculty's data lists*
Data Source: *Equipped schools' data lists, SC Procurement Records*
Frequency of Reporting Data Within Activity Tracking Table: *Annually*
Estimated Cost of Data Acquisition: *N/A*
Data Collected by: *MEAL Coordinator, MEAL Officer, TABLA staff*
Individual Responsible at USAID: *Activity AOR*
Individual Responsible at Activity: *Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Officer*
Location of Data Storage: *A management information system (MIS) is developed for data storage. Back-up files will be uploaded on a shared drive to ensure proper data entry and storage of relevant information.*

DATA QUALITY ISSUES

Date of Initial/Previous Data Quality Assessment: *N/A*
Date of Future Data Quality Assessments: *FY 2021*
Known Data Limitations and Significance (if any): *N/A*
Actions Taken or Planned to Address Data Limitations (if any): *N/A*

PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING

Data Analysis Method: *Annually compare achievements against targets*
Responsible for Data Analysis: *SC MEAL Department*

Presentation of Data Analysis: *MEAL plan in Excel, tables, charts*	
Reporting of Data Analysis: *SC MEAL department will have monthly meetings with Activity staff in order to monitor the progress against the set indicators and activities. Relevant data will be included in quarterly and annual reports.*	
Review and Use of Data Analysis: *Analyzed data will be used for work planning and timely adjusting and improving tasks if needed*	

CHANGES TO INDICATOR
Changes to Indicator: *N/A*
Other Notes: *N/A*

PERFORMANCE INDICATOR VALUES
Overall Activity Baseline: *0*
Rationale for Targets: A total of 104 educational institutions – 103 schools and one university faculty – are planned to be equipped with STEAM equipment. Due to problems with global supply chains in the COVID-19 period, the targeted goal was not fully achieved during Year 1. Additionally, USAID approved the addition of four more primary schools to the list of educational institutions receiving STEAM equipment in Year 3. Therefore, the 104 STEAM labs will be provided to 103 schools and one university faculty during Year 2 and Year 3.

TABLE WITH BASELINE AND TARGETS:
OVERALL ACTIVITY BASELINE

OVERALL ACTIVITY BASELINE DATE	OVERALL ACTIVITY BASELINE VALUE
FY2020, Year 1	*0*
TARGETS	
Reporting Period (e.g., Quarter or Year)	**TARGET**
FY2020, Year 1	*100*
FY2021, Year 2	*100*
FY2022, Year 3	*4*
Life of Activity Cumulative Targets	*104*
THIS SHEET LAST UPDATED BY: Save the Children	**DATE: May 2022**

Performance Indicator Reference Sheet – (11)

Name of the CDCS Result the Indicator is related to:	
Sub-IR 1.2.2. Adoption of key reforms and implementation supported	
Activity Purpose: *Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased*	
Name of Activity Result Measured: *Improved learning environments that allow for applied learning in STEAM*	
Name of Indicator: *Stage reached in improving quality online education*	

DESCRIPTION

Precise Definition(s):

The COVID-19 pandemic that began in 2020 has led to various restrictions in social and road communications, and thus education has been given a new way of performing. In Bosnia and Herzegovina, all forms of teaching for primary and secondary school students are implemented in the online model. Due to the poor socio-economic situation, a significant number of students did not have the IT equipment to be able to access education without difficulty.

Stage 1: Stage 1 includes a needs assessment – conducted by TABLA and also by UNESCO/UNICEF - of Ministries of Education (MoEs), primary and secondary schools, primary and secondary school teachers, and primary and secondary school students in the three geographic areas (CS, HNC, and RS) to improve the implementation and quality of online learning. The reason for the implementation of these interventions is the COVID-19 pandemic and the need for schools to shift to online classes. Stage 1 is considered completed once the needs assessments are analyzed and interventions determined and designed.

Stage 2: Stage 2 includes organizing mental health and psychosocial support (MHPSS) sessions for teachers so that they can learn about ways in which they can better focus their opportunities in order to improve the quality of teaching. Capacity building training are also offered to teachers so they are able to use interactive online tools in teaching. This also provides IT equipment to teachers and students to provide an access to the online learning for teachers and students in need. Through this intervention, the project intends to provide 1,494 tablets for students, 250 laptops for teachers and organize 18 capacity building sessions for online teaching techniques that will include 1,800 teachers. Stage 2 is considered completed when specific interventions have been implemented: training and support is provided to teachers and IT equipment procured for teachers and students most in need.

Stage 3: Through the intervention, the project will provide support to the relevant institutions (MoEs of Sarajevo Canton, Herzegovina Neretva Canton and Republika Srpska) in improving or establishing procedures and a systematic approach to online teaching and education at primary and secondary schools. The TABLA project plans to make a significant contribution to updating guidelines for online education through which online education can be institutionalized. Stage 3 is considered to be completed when the relevant MoEs have improved and adopted new guidelines for online teaching and education at primary and secondary schools.

Calculation Model (if applicable): *N/A*	

Unit of Measure: *Simple NumberSimple Number*
Description of Unit of Measure: *Milestones stages, ranking from 1 to 3*
Does this Indicator Have a Changing Calculation Base with Each Reporting Period (e.g., Quarter or Year): Yes ☐   No ☒

Desired Direction: Up	
Disaggregation: *N/A*	
Geography: *Canton/Entity*	
Rationale or Justification for Indicator: *To increase teachers' skills in online teaching, providing a set of educational sessions will be oriented to their technical skills and MHPSS capacity advancement. To improve an access to online education, the project will provide 1494 tablets, 250 laptops.*	

PLAN FOR DATA ACQUISITION BY USAID

Data Collection Method: *Review of Activity lists*	
Data Source: *Training Attendance sheets, procurement records, inventory lists.*	
Frequency of Reporting Data Within Activity Tracking Table: *Annually*	
Estimated Cost of Data Acquisition: *N/A*	
Data Collected by: *MEAL Coordinator, MEAL Officer, TABLA staff*	
Individual Responsible at USAID: *Activity AOR*	
Individual Responsible at Activity: *Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Officer*	
Location of Data Storage: *A management information system (MIS) is developed for data storage. Back-up files will be uploaded on a shared drive to ensure proper data entry and storage of relevant information.*	

DATA QUALITY ISSUES

Date of Initial/Previous Data Quality Assessment: *N/A*	

Date of Future Data Quality Assessments: *FY 2021*	

Known Data Limitations and Significance (if any): *N/A*	
Actions Taken or Planned to Address Data Limitations (if any): *N/A*	

PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING
Data Analysis Method: *Annually compare achievements against targets*
Responsible for Data Analysis: *SC MEAL Department*
Presentation of Data Analysis: *MEAL plan in Excel, tables, charts*
Reporting of Data Analysis: *SC MEAL department will have monthly meetings with Activity staff in order to monitor the progress against the set indicators and activities. Relevant data will be included in quarterly and annual reports.*
Review and Use of Data Analysis: *Analyzed data will be used for work planning and timely adjusting and improving tasks if needed*

CHANGES TO INDICATOR
Changes to Indicator: *New indicator added to reflect addition of COVID-19 adaptions scheduled to begin in Year 2. Replaces former Indicator (11), # of recommendations to reform education to include STEAM raised by community stakeholders, which is now re-numbered as Indicator (12).*
Other Notes: *N/A*

PERFORMANCE INDICATOR VALUES
Overall Activity Baseline: *0*
Rationale for Targets: *This indicator is linked to building teacher capacity in online teaching. The needs assessment was conducted in Years 1 and 2, and findings were reflected in the revision of the TABLA program description in Year 2. COVID-19 adaptions are scheduled to begin in Year 2 and continue through the Life of Activity. The target for Year 1 is 0 as the indicator was added in Year 2. Year 3 focuses on standardizing online education on the institutional level.*

TABLE WITH BASELINE AND TARGETS:
OVERALL ACTIVITY BASELINE

OVERALL ACTIVITY BASELINE DATE	OVERALL ACTIVITY BASELINE VALUE
FY2021, Year 2	*0*
TARGETS	
Reporting Period (e.g., Quarter or Year)	**TARGET**
FY2020, Year 1	*0*
FY2021, Year 2	*2*
FY2022, Year 3	*3*
Life of Activity Cumulative Targets	*3*
THIS SHEET LAST UPDATED BY: Save the Children	**DATE: April 2021**

Performance Indicator Reference Sheet – (12)

Name of the CDCS Result the Indicator is related to:	
Sub-IR 1.2.2. Adoption of key reforms and implementation supported	
Activity Purpose: *Teacher capacity to incorporate 4Cs and applied knowledge in STEAM into classroom teaching increased*	
Name of Activity Result Measured: *BiH increases education reform dialogue in response to PISA 2018 results.*	
Name of Indicator: *# of recommendations to reform education raised by community stakeholders*	

DESCRIPTION

Precise Definition(s):
*Within the context of this indicator, a **recommendation** is defined as a written document sent to relevant institutions (Ministries of Educaiton and institutes of education) with suggested modifications or reforms to the existing education system in BiH. Suggested modifications or reforms could relate to the inclusion of applied knowledge of STEAM (Science, Technology, Engineering, Arts, Mathematics) subjects, the 4Cs (Creativity, Communication, Collaboration and Critical Thinking), and PPDM (Pedagogy, Psychology, Didactics, and Teaching Methods) in teacher training or school curricula; new requirements for teacher certification or accreditation of universities and pedagogical institutes; and updated guidelines for online and hybrid learning, among others. A **community stakeholder** may include a representative of a civil society organization, a teacher or other education professional/practitioner, a parent, a student, a member of the business community, a public sector official, or other community leader.*

Calculation Model (if applicable): *N/A*

Unit of Measure: *Simple NumberSimple Number*
Description of Unit of Measure: *Number of recommendations*
Does this Indicator Have a Changing Calculation Base with Each Reporting Period (e.g., Quarter or Year): Yes ☐   No ☒

Desired Direction: *UP*

Disaggregation: *by status of implementation (The time when the written recommendation was created and submitted to the institutions.)*
Geography: *Entity/Brcko District and Canton*

Rationale or Justification for Indicator: *As TABLA strives to reform education to include STEAM and improve PISA results, it is of crucial importance to mobilize community stakeholders to demand reform and to measure is there any positive changes in the number of recommendations sent to relevant institutions.*

PLAN FOR DATA ACQUISITION BY USAID

Data Collection Method: *Review of Activity records, APOSO and MoEs reports*

Data Source: *Activity records, APOSO reports, MoE reports*

Frequency of Reporting Data Within Activity Tracking Table: *Annually*

Estimated Cost of Data Acquisition: *N/A*

Data Collected by: *Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Officer*

Individual Responsible at USAID: *Activity AOR*

Individual Responsible at Activity: *Activity Chief of Party, Activity team members: Project Coordinator for RS, Project Specialist for Sub Purpose I and Programme Specialist for Sub-Purpose II and Sub –Purpose III, MEAL Coordinator, MEAL Officer*

Location of Data Storage: *A management information system (MIS) is developed for data storage, management, and analysis in line with SC standards.*

DATA QUALITY ISSUES

Date of Initial/Previous Data Quality Assessment: *N/A*

Date of Future Data Quality Assessments: *FY 2021*

Known Data Limitations and Significance (if any): *N/A*

Actions Taken or Planned to Address Data Limitations (if any): *N/A*

PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING

Data Analysis Method: *comparing achievements against set target*

Responsible for Data Analysis: *SC MEAL Department*

Presentation of Data Analysis: *MEAL plan in Excel, tables, charts*

Reporting of Data Analysis: *SC MEAL department will have monthly meetings with Activity staff in order to monitor the progress against the set indicators and activities. Relevant data will be included in quarterly and annual reports.*

Review and Use of Data Analysis: *Analyzed data will be used for work planning and timely adjusting and improving tasks if needed. Data will be used for advocacy activity design.*

CHANGES TO INDICATOR

Changes to Indicator: *Re-numbered from Indicator (11) to Indicator (12). A new indicator added to reflect addition of COVID-19 adaptions scheduled to begin in Year 2, Stage reached in improving quality online education, is now numbered as Indicator (11).*	
Other Notes: *N/A*	
PERFORMANCE INDICATOR VALUES (also specify for disaggregation, if any)	
Overall Activity Baseline: *0*	
Rationale for Targets: *It is expected that at least 3 recommendations to reform education will occur over the life of the Activity due to advocacy efforts. The target for Year 2 is 1 recommendation, and the target for Year 3 is 2 recommendations for a total of 3 over the life of activity.*	

TABLE WITH BASELINE AND TARGETS:
OVERALL ACTIVITY BASELINE

OVERALL ACTIVITY BASELINE DATE	OVERALL ACTIVITY BASELINE VALUE
FY2020, Year 1	*0*
TARGETS	
Reporting Period (e.g., Quarter or Year)	**TARGET**
FY2020, Year 1	0
FY2021, Year 2	1
FY2022, Year 3	2
Life of Activity Cumulative Targets	3
THIS SHEET LAST UPDATED BY: Save the Children	**DATE: April 2021**

ANNEX II: DATA MANAGEMENT

- **Data Collection:** Data Collection tools will vary depending on activity and indicator reporting requirements. Specific data collection tools will be defined within each methodology (methodology for performance and impact evaluation) and prior to each data collection activity. Data Collection tools include, but are not limited to, meeting minutes, questionnaires, observations, focus group discussions and interviews, case studies, monthly MEAL Plan update meetings and other monitoring tools such as progress reports, worksheets, activity reports, tests of competences, surveys of students; attitudes, secondary data from the MoEs, TOT reports, tests of teachers' capacity, sign-in sheets, and training records.

  Data will be collected in accordance with Activity Timeline and measuring requirements of each indicator. Collected data will be available in format of Excel files and other proprietary formats such as Access ad SPSS (.sav) databases. All of the delivered data will be in machine readable format.

  Main data collection channels will be provided through the baseline and end line assessment, KAP Study, and internal MEAL plan update meetings. External agency will be engaged in order to support quality data management including data collection. The Chief of Party and MEAL Department will work on creating ownership and buy-in in data collection among responsible TABLA staff as this is one of the very important assumptions for data collection success. SC NWB MEAL department will address and document any changes along with need for improvement of data collection system. Main data collectors are TABLA Project Staff, External Agency, SC NWB MEAL Department, and partners.

- **Data Quality:** In order to assure data quality, Save the Children will follow upon internal Evidence Procedure and other SC data quality procedures and will implement adjusted Data Quality Assessment (DQA) to ensure Validity, Reliability, Timeliness, Precision and Integrity of the data. Having in mind the amount of data collected and complexity of indicators, DQA will be conducted on annual bases. Additionally, Data Quality requirements will be defined within each methodology and prior to starting any data collection activity.

- **Data Storage:** The data collected within TABLA Activity will be stored in electronic databases (Microsoft Word and Excel documents/files), SC internal server and other proprietary formats such as Access ad SPSS (.sav) databases. Datasets will be available in non-proprietary, machine readable format, regardless of whether the data are expected to be publicly released.

  External Agency will have to have data storage and data security procedures in place order to be selected; within each Terms of Reference/Statement of Work the requirements will be strictly defined.

- **Data Security:** Ensuring Data Security and Data Protection is one of the imperatives in Save the Children. The overall data security in TABLA is about ensuring each activity complies with our Data Protection Policy and applicable laws and regulations when we process personal data and other Activity relevant data. Regarding processing personal data, all employees and agents processing personal data for and on behalf of the SCI are responsible for ensuring that any processing of personal data carried out by them complies with the Data Protection Legislation. SC also has in place GDPR Data Breach Management Procedure. Responsibility for overseeing data security in TABLA Activity will be on Chief of Party and Implementation Specialists while each of engaged employees will be obliged to follow strict SC procedures in data security protocols. Chief of Party, Project Implementation Specialists will be responsible for ensuring that the processing of personal data carried out in TABLA is compliant with the Data Protection Legislation and that project staff and

partners are aware of their responsibilities under the Data Protection Legislation and have received training.

- **Data Analysis and Use:** TABLA will use SPSS and Excel in data analysis process. Collected data will be analyzed using both qualitative and quantitative methods. Data analysis will be used for strategic planning, comparing actual performance against targets, comparing current performance to prior year, and analyzing trends in performance. Data will be used to highlight successful strategies or program components for replication, scale-up and to determine whether Activity targets are reached (or not). Relevant data will be used to inform decision making of TABLA Project Team and for work planning and timely adjusting and improving tasks if needed. Some of the data will be used for advocacy activity design.

ANNEX III: ETHICS AND EVIDENCE AND CHILD PROTECTION

Compliance with child protection policy of SCI

Save the Children International is committed to safeguarding children with maximum possible extent from any deliberate or inadvertent actions that come into contact and our contractual agreement reflects our commitment to ensuring that only those who are suited to work with children and to apply strict child safe recruitment practice are considered for this consultancy. Thus, the selected consulting firm is required to receive orientation on our Child Safeguarding Policy, must sign on it and comply with the standards stated in the policy.

Compliance with SCUS's Research & Evaluation Ethics Policy

SCUS has a Research & Evaluation Ethics Policy that requires all studies involving interaction with people to collect personal data to undergo a human subject ethics review and obtain "approval" prior to data collection.

SCUS oversees and participates in data collection activities involving human subjects that employ both research and non-research approaches, e.g., related to routine service delivery, monitoring, surveillance, etc. Our Research and Evaluation Ethics Policy stipulates that all projects/programs, with activities conducted, managed, commissioned, or overseen by SC USA, involving primary data collection or analysis of secondary (previously collected) data, that include personal identifying data on human subjects, should determine whether or not the data collection plans need to be submitted to the Ethics Review Committee (ERC). Our policy uses the terms "data collection" and "secondary/previously collected data analysis," rather than "research" as the criteria for requiring an ethics review.

GENERAL EDUCATION ACTIVITY (TABLA)

Ljubljanska 16
71 000, Sarajevo
Bosnia and Herzegovina
www.nwb.savethechildren.net
phone: +387 33 290 761
email: info.nwbalkans@savethechildren.org