

**Project for Confidence Building through
Physical Education
in Bosnia and Herzegovina**

Project Completion Report

October 2020

**JAPAN INTERNATIONAL COOPERATION
AGENCY
(JICA)**

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I. Overview of the Project

1-1 Background

On its European path, the post-Dayton Bosnia and Herzegovina (BiH) has made significant efforts in terms of consolidation of peace and ethnic reconciliation, however, many challenges still remain in place.

To that end, a systematic reform of the existing education system is an important milestone, one that affects many new generations, shaping the future of the country. Currently, education in BiH recognizes twelve official school curricula, and due to their existing particularities, some students may find a possibility of seamlessly continuing their education in another part of country rather challenging without a probable necessity of having to take additional qualification exams. To tackle this problem, the BiH Agency for Preschool, Primary and Secondary Education (APOS0) defined learning outcomes for eight learning domains and individual subjects within those domains, which should subsequently be included into all respective Courses of Study in BiH. That is how the Common Core Curricula (CCC) came to existence and APOS0 has the mandate to develop those.

Since 2005 JICA has been continuously providing technical support to the concerned BiH education authorities in their efforts to modernize and harmonize information technology (IT) curricula for the general education secondary schools, which eventually became a part of the overall CCC for technical education (TE) and IT subjects (process conducted by APOS0, financed by JICA). Driven by the success of the TE/IT CCC creation, based on learning outcomes, JICA has decided to extend its cooperation with APOS0 to the area of physical education (PE).

On the other hand, as for the grassroots level, City of Mostar has recognized a potential opportunity in using sports as the means to promote tolerance, strengthen relationships within the ethnically diverse local community and thereby alleviate whatever ethnic tensions are still remaining from the conflict period. Thus, JICA finds great comfort in the opportunity to strengthen institutional capacities of the Sports Association of the City of Mostar (SSGM) aimed at having the sports become an ultimate driving force for inter-ethnic cooperation.

The Project's overall aim is thereby to use the physical education as a platform to promote confidence building and peaceful co-existence within the BiH society.

1-2 Overall Goal, Purpose and Outputs of the Project

Details of the Project are described in the Logical Framework (Project Design Matrix: PDM) (Annex I). The Project mainly entails two components; creation and

implementation of the PE CCC (A) and promotion of sports events (B).

Overall Goal
The importance of Physical education with consideration of social inclusion, diversity and fairness is recognized in BiH
Project Purpose
1. PE CCC is steadily introduced in target schools (Component A) 2. Consideration of social inclusion, diversity and fairness is reflected in the events of the Sports Association of the City of Mostar (Component B)
Outputs
1. PE CCC with consideration of social inclusion, diversity and fairness is created with the participation of all the related education ministries (Component A) 2. PE CCC is experimentally introduced in BiH target schools (Component A) 3. The network among PE professionals is established (Component A) 4. The Sports Association of the City of Mostar organizes pilot events with the consideration of social inclusion, diversity and fairness (Component B)

1-3 Scope of the Project

1-3-1 Duration of the Project including the extension period

- (1) The initial duration of the project was three years (36 months), from November 2016 to October 2019.
- (2) In August 2019, the project implementation period was extended until October 2020. During the extension period, the following tasks of the Component A were undertaken;
 - Following the necessity to extend the pilot implementation of the PE Course of Study (CoS) for another school year, i.e.2019/2020, the number of target primary schools (initially, 4 schools) was increased to include all 24 primary schools from within the City of Mostar.
 - In preparation for the future expansion of the PE CoS beyond the City of Mostar, additional professional training for all primary school PE teachers from within Herzegovina-Neretva Kanton (HNK) was organized.

1-3-2 Project Site

The City of Mostar, Herzegovina-Neretva Kanton, Federation of Bosnia and Herzegovina

1-3-3 Main Implementing agencies

The project's implementing agencies on the BiH side are APOSO and SSGM, under the

patronage of the City of Mostar. During the extension period, HNK Ministry of Education (MoE) was added as an implementing agency of the Project.

1-3-4 Implementation Structure of the Project during the extension period

(1) Project Director

(Component A) Director of APOSO and Minister of HNK MoE

(Component B) Mayor of the City of Mostar

(2) Project Manager

(Component A) Head of Common Core Curricula Creation Section of APOSO and Assistant Minister of HNK MoE

(Component B) Senior Sports Manager of SSGM

1-4 Revision of PDM

The PDM at the beginning of the project, agreed by the Record of Discussion from September 2016, was amended with the Minutes of Meetings in August 2019. The main revisions and reasons were as follows;

Before	Amended Version
<p>(Objectively Verifiable Indicators for Overall Goal)</p> <p>The degree of recognition to the PE education with consideration of social inclusion, diversity and fairness among PE related personnel in BiH</p>	<p>(Objectively Verifiable Indicators for Overall Goal)</p> <p>The degree of recognition to the PE education with consideration of social inclusion, diversity and fairness among PE related personnel in <u>HNK</u></p>
<p>Reason: After 3 years from the completion of the Project, the recognition in entire BiH is rather high goal for the Project.</p>	
<p>(Objectively Verifiable Indicators for Project Purpose 1)</p> <p>1. The adoption rate of PE CCC in target schools</p>	<p>(Objectively Verifiable Indicators for Project Purpose 1)</p> <p>1. <u>PE CCC, through PE Course of Study, is adopted in target schools (All primary schools within the City of Mostar).</u></p>
<p>Reason: To specify the indicator of the Project Purpose 1.</p>	

<p>(Objectively Verifiable Indicators for Output 1)</p> <p>2-1. No. of PE classes experimentally held in accordance with CCC in target schools</p> <p>(Activity 1-11)</p> <p>Production of PE teaching manual and PE textbook</p>	<p>(Objectively Verifiable Indicators for Output 1)</p> <p>2-1. <u>PE Course of Study based on PE CCC, experimentally used in target schools.</u></p> <p>(Activity 1-11)</p> <p>Production of <u>PE course of study</u> and teaching manual.</p>
<p>Reason: After the Project started, it was realized that the PE CCC is only a framework document, and it could not be directly used by the target schools, without the creation of the PE CoS, providing sufficient detail concerning teaching practices in the target schools. To that end, the PE CoS is added as one of the indicators and the activities.</p>	
<p>(Objectively Verifiable Indicators for Project Purpose 1)</p> <p>1. Interview to the PE teachers in target schools, the record of PE lessons in target schools, Monitoring by the project</p> <p>(Objectively Verifiable Indicators for Outputs 2)</p> <p>2-1. Interview to the PE teachers in target schools, the record of PE lessons in target schools, Monitoring by the project</p>	<p>(Objectively Verifiable Indicators for Project Purpose 1)</p> <p>1. Interview to <u>HNK MoE</u>, PE teachers in target schools, the record of PE lessons in target schools, Monitoring by the project</p> <p>(Objectively Verifiable Indicators for Outputs 2)</p> <p>2-1. Interview to <u>HNK MoE</u>, PE teachers in target schools, the record of PE lessons in target schools, Monitoring by the project</p>
<p>Reason: Being added as an implementing agency in the extension period, HNK MoE is thus now also on the list of interviewees.</p>	

II. Inputs of the Project

2-1 JICA Experts

The assigned persons are shown in the table below. Keiichi Hashimoto, basically based in Tokyo, acted as Chief Advisor and he was supervising the Project with continuous communication by business trip, email and so on.

No.	Field	Name	Assigned Period
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1	Chief Advisor	Mr. Keiichi HASHIMOTO	November 2016 to October 2020
2	Senior Local Consultant	Mr. Dejan BALIC	November 2016 to July 2020
3	Local Consultant	Ms. Nina BEJTIC	July 2020 to October 2020
4	Project Coordinator	Ms. Yasuko TSUJI	November 2016 to September 2019

2-2 Other Local Staff Member

Ms. Vanja Maksimović was hired as a Project Assistant.

No.	Field	Name	Assigned Period
1	Project Assistant	Ms. Vanja Maksimović	May 2017 to Mar 2020

2-3 Trainees participated in the trainings in Japan

The trainees who participated in the trainings, which were organized by this Project, were listed below.

FY 2016			
The Project for Confidence Building through physical education (February 6 - 18, 2017)			
	Name	Organization	Position
1	Mr. SUTA Dzenan	SPORTS ASSOCIATION OF THE CITY OF MOSTAR (SSGM)	SENIOR SPORTS MANAGER
2	Ms. BOSNJAK Mirjana	SPORTS ASSOCIATION OF THE CITY OF MOSTAR (SSGM)	SECRETARY GENERAL
3	Mr. IDRIZ Haris	GYMNASIUM MOSTAR	SCHOOL DIRECTOR/SSGM STEERING BOARD MEMBER
4	Ms. NALETILIC Marija	AGENCY FOR PRESCHOOL, PRIMARY AND SECONDARY EDUCATION	HEAD OF COMMON CORE CURRICULA DEPARTMENT

FY 2017			
The Project for Confidence Building through physical education (February 4 - 10, 2018)			
	Name	Organization	Position

1	Mr. HADZOVIC Rasid	MINISTRY OF EDUCATION, SCIENCE, CULTURE AND SPORT, HERZEGOVINA-NERETVA KANTON	MINISTER
2	Mr. NOVAKOVIC Rijad	UNIVERSITY "DZEMAL BIJEDIC" MOSTAR FACULTY OF EDUCATION	PROFESSOR
3	Mr. PRODANOVIC Goran	SECONDARY SCHOOL OF ECONOMICS MOSTAR	PHYSICAL AND HEALTH EDUCATION TEACHER
4	Mr. MARIC Sudo	MINISTRY OF EDUCATION, SCIENCE, CULTURE AND SPORT, HERZEGOVINA-NERETVA KANTON	ASSISTANT MINISTER
5	Ms. DZIDIC Ivana	ELEMENTARY SCHOOL KRUSEVO	PHYSICAL AND HEALTH EDUCATION TEACHER
6	Ms. KUSTRIC LETO Aida	4TH PRIMARY SCHOOL MOSTAR	HOMEROOM TEACHER
7	Ms. NALETILIC Marija	AGENCY FOR PRESCHOOL, PRIMARY AND SECONDARY EDUCATION	HEAD OF COMMON CORE CURRICULA DEP

FY 2019			
The Project for Confidence Building through physical education (July 1 - 13, 2019)			
	Name	Organization	Position
1	Ms. COLAKHODZIC Dalida	PRIMARY SCHOOL BIJELO POLJE, POTOCI MOSTAR	PHYSICAL AND HEALTH EDUCATION TEACHER
2	Mr. SOCE Franjo	PRIMARY SCHOOL MARINA DRZICA, BUNA MOSTAR	PHYSICAL AND HEALTH EDUCATION TEACHER

3	Mr. JASAREVIC Dzermal	IV PRIMARY SCHOOL MOSTAR	PHYSICAL AND HEALTH EDUCATION TEACHER
4	Mr. KAFADAR Mubin	PRIMARY SCHOOL PETRA BAKULE, MOSTAR	PHYSICAL AND HEALTH EDUCATION TEACHER
5	Mr. SUTA Dzenan	SPORTS ASSOCIATION OF THE CITY OF MOSTAR (SSGM)	SENIOR SPORTS MANAGER
6	Ms. MLAKIC Ivana	SPORTS ASSOCIATION OF THE CITY OF MOSTAR (SSGM)	SPORTS MANAGER

2-4 Project Expenditure

The total local expenditure of the project is shown in the table below.

Unit: JPY

Fiscal Year	Local Expenditure
2016	3,994,000
2017	18,851,000
2018	13,335,000
2019	9,695,000
2020	4,075,000

2-5 Equipment provided for BiH

Equipment	Quantity	Purpose	Procurement date
Computer	1	To effectively promote sports events held by SSGM, the Project decided to provide the listed equipment to the Kantarevac Sports Centre.	Mar 2018
Television	1		
Projector	1		
Screen	1		
Video camera	1		
Digital timer & score board	1		
Small soccer goal	4		
Signboard	5		
Security camera	16		

Rope for rope-game (“Tsunahiki”)	4	To implement the sports events, UNDOKAI and so on, the Project procured and provided the listed equipment to the Kantarevac Sports Centre.	Aug 2017
Basket for ball-toss game (“Tama-ire”)	2		May 2018
Portable Speaker system	1		May 2018
PE Equipment (23 pieces,including Mattres、 table tennis tabl、 CPR doll、 ball、 hula hoop)	4 set	To experimentally implement the PE lessons based on the PE CoS at the 4 target schools, the Project provided the listed equipment to the target schools	Jan 2019
PE Equipment (small rope、 long rope、 training bibs)	4 set	The same as above	June 2019
CPR dolls	46	To improve CPR skills in primary schools in Mostar, the Project provided the mannequins to the primary schools in HNK.	Aug 2019

III. Achievements of the Project

3-1 Achievements of Project Objectives and Outputs

The following Tables show a summary of the project objectives, versus outputs achieved in the project period.

Project Objectives	1. PE CCC is steadily introduced in target schools (Component A). 2. Consideration of social inclusion, diversity and fairness is reflected in the events of the Sports Association of the City of Mostar (Component B).
Indicator	Achievements
1. PE CCC through PE Course of study is adopted in target schools (All primary schools within the City of Mostar)	<u>Status: Achieved</u> The experimental PE CoS based on PE CCC was adopted in all the target schools (24 primary schools in the City of Mostar).
2. The event rates with consideration of social inclusion, diversity and fairness in the planned or	<u>Status: Achieved</u> All 31 events, held since the launch of the Project, were implemented with consideration of social inclusion, diversity and fairness (i.e inclusion of both ethnicities, seniors, disabilities and children).

implemented sports events by the Sports Association of the City of Mostar	
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Output 1	PE CCC with consideration of social inclusion, diversity and fairness is created with the participation of all the related education ministries (Component A)
Indicator	Achievements
PE CCC is registered in official gazette.	<u>Status: Achieved</u> PE CCC was published in the BiH Official Gazette on 9 March 2018.

Output 2	PE CCC is experimentally introduced in target schools of BiH (Component A)
Indicator	Achievements
PE course of study based on PE CCC experimentally used in target schools.	<u>Status: Achieved</u> PE course of study based on PE CCC were used in all the target schools in the City of Mostar during the school year 2019/2020.

Output 3	The network among PE professionals is established (Component A)
Indicator	Achievements
The core members of network are selected.	<u>Status: Achieved</u> The counterpart trainees, the JICA TSUKUBA trainees, the members of PE CCC TWG, and the members of PE TWG for CoS have become the core members of the network.
The number of network meeting held.	<u>Status: Achieved</u> 8 times: 3 times for PE CCC Creation (2017); 3 times for PE CoS Creation (2018); 2 times for Professional Development Seminars (2019, 2020).

Output 4	The Sports Association of the City of Mostar organizes pilot events with the consideration of social inclusion, diversity and fairness (Component B)
Indicator	Achievements
Number of pilot events organized with the consideration of social inclusion, diversity and fairness by the Sports Association of the City of Mostar.	<u>Status: Achieved</u> All 31 events were organized with the consideration of social inclusion, diversity and fairness by the Sports Association of the City of Mostar.

3-2 Activities of each output

The following Table shows a summary of the project activities implemented in the project period.

Output 1: PE CCC with consideration of social inclusion, diversity and fairness is created and publicized by the participation of all the related education ministries.

Activity 1.1: APOSO formulate TWG for the creation of common core curricula.
<ul style="list-style-type: none"> ▪ On 24 April 2017, APOSO sent out requests to the relevant education authorities from throughout the country to nominate their respective representatives to the TWG (25 in total, including APOSO staff). ▪ By the end of August 2017, APOSO formed the PE CCC TWG consisting of 15 PE teachers and education authorities from within the Federation BiH and Brčko District.
Activity 1.2: Baseline survey of present practice of PE class by TWG members with advice of Japanese expert, including the perspective of social inclusion, diversity and fairness.
<ul style="list-style-type: none"> ▪ From 11 September 2017, an External Surveyor stayed in Mostar for 45 days to run the Baseline survey. ▪ On 20 October 2017, the Surveyor reported her findings to the HNK MoE, highlighting that many schools were facing problems in terms of lacking sufficient PE equipment and/or suitable indoor/outdoor sport facilities, because of which, it was difficult for the PE teachers to closely follow the existing PE curriculum. Many PE teachers had also identified the need for additional professional trainings and expert seminars.
Activity 1.3: Translation of Japanese PE curricula, teaching manual and textbook.
<ul style="list-style-type: none"> ▪ On September 2017, Prof. Okade addressed members of the first PE CCC TWG meeting with his analysis of the newly released PE Curricula in Japan. ▪ In December 2017, the Project received the abridged English translation of the Japanese junior-high and senior-high school textbooks, which were subsequently used as reference material for the creation of pilot PE CoS.
Activity 1.4: Organize the Japanese PE curricula and teaching method introduction seminar by inviting Japanese expert.
<ul style="list-style-type: none"> ▪ In September 2017, Prof. Okade held his presentation on the Japanese PE curricula and teaching methods in Mostar.
Activity 1.5: Organize panel discussions for the contents of common curricula by inviting foreign and domestic PE experts.
<ul style="list-style-type: none"> ▪ In November 2017, as part of the PE CCC creation process, the final draft

<p>produced by the PE TWG was reviewed by the wider PE teacher audience, as well as by local education authorities at the panel discussions held in Zenica and Mostar.</p> <ul style="list-style-type: none"> • The purpose of the panel discussions was to share concepts, new ideas and changes to the overall PE teaching paradigm stemming from the PE CCC, which itself is based on student-centric concepts and learning outcomes.
<p>Activity 1.6: Train TWG members in Japan for understanding Japanese PE curricula and PE teaching method (technique and philosophy)</p>
<ul style="list-style-type: none"> • The counterpart training in Japan took place in the period 3-11 February 2018. Representatives of APOSO, HNK MoE as well as primary/secondary school, and university-level PE educators (core team for creation of the pilot PE CoS) participated. • The contents of the training included the Japanese instructional models and social skills in PE teaching: cooperative learning; peer-to-peer learning; guidelines on student evaluation and self-evaluation.
<p>Activity 1.7: Organize official seminars for the creation of common core curricula.</p>
<ul style="list-style-type: none"> • The PE CCC TWG members met once a month in September, October, November 2017 in Mostar to work jointly on the PE CCC draft. In the process, the PE CCC TWG successfully defined PE domains, components, learning outcomes and student competences, as per APOSO's standard CCC creation methodology.
<p>Activity 1.8: Follow up the outcome of the seminars by Japanese PE experts.</p>
<ul style="list-style-type: none"> • The final PE CCC document was subsequently translated into English and was shared with the Japanese experts toward the end of January 2018.
<p>Activity 1.9: Officialize common curricula.</p>
<ul style="list-style-type: none"> • The final PE CCC document was approved by the APOSO Experts Board on 29 January 2018, and was published in the BiH Official Gazette on 9 March 2018.
<p>Activity 1.10: Incorporation of common curricula into the present curricula.</p>
<ul style="list-style-type: none"> • In February 2018, the HNK MoE's Minister signed a Memorandum of Understanding with JICA, denoting the beginning of mutual cooperation on the creation of a new and modernized PE CoS, based on the APOSO's PE CCC. • In May 2018, the Project re-hired Prof. Rijad Novaković to develop a framework model for the pilot PE CoS, based on the APOSO's PE CCC. The final draft was subsequently proofread into Bosnian and Croatian language, and submitted to the Mostar Pedagogical Bureau (schools in Bosnian language) and Mostar Education Bureau (schools in Croatian language) for their respective reviews. Following to their subsequent positive evaluation, the HNK MoE approved the PE CoS for its experimental

use in four pilot schools in Mostar during the school year 2018/2019.
Activity 1.11: Production of PE teaching manual and PE textbook.
<ul style="list-style-type: none"> ▪ In August 2018, Prof. Rijad Novaković worked on creating a framework for an accompanying PE Methodology manual. The Manual complements the new Health and PE CoS and contains teaching guidelines, annual plan and examples of actual lesson plans. ▪ During February and March 2019, Prof. Novaković and APOSO revised and polished the Manual and CoS to further improve their respective contents and include feedback from the pilot schools.
Activity 1.12: Organize dissemination seminar of common core curricula to PE teachers.
<ul style="list-style-type: none"> ▪ In 2017, four PE teachers from HNK participated in the APOSO's TWG for the PE CCC creation. In 2018, additional three PE teachers participated in the HNK MoE's TWG for the PE CoS creation. PE teachers from the four pilot schools received their initial practical training in October 2018. ▪ In preparation for the extension phase, the Project organized, on 11-12 October 2019, a seminar for PE teachers from all 50 primary schools in HNK. The seminar also gathered all PE teachers who had been to Japan during the last three years. They shared their knowledge and experiences from Japan with other colleagues and assisted Prof. Novaković with practical part of the training.
Activity 1.13: Train PE teachers on new curricula.
<ul style="list-style-type: none"> ▪ Prof. Novaković had individual workshop sessions with PE teachers from the four pilot schools in December 2018, in April, May and June 2019. At the time, he discussed issues of concern with the respective PE teachers, observed and commented on their lessons and assisted them with organizing cooperative learning sessions with the students in their respective schools.

Output 2: PE CCC is experimentally introduced in BiH target schools.

Activity 2.1: Selection of target schools for the initial introduction of common core curricula.
<ul style="list-style-type: none"> ▪ The Project made a preliminary agreement with the HNK MoE to limit the number of pilot schools in Mostar, and HNK MoE chose, in August 2018, the following schools as pilots: <ol style="list-style-type: none"> ① IV Primary school Mostar (curricula in Bosnian language) ② Primary School "Bijelo Polje", Potoci (curricula in Bosnian language) ③ Primary School "Marina Držića" (curricula in Croatian language) ④ Primary School "Petra Bakule" (curricula in Croatian language)

<ul style="list-style-type: none"> • At the end of the first pilot school year, the Project obtained a positive review from the pilot schools, as well as from the Mostar Pedagogical Bureau and the Mostar Education Bureau. Subsequently, on 19 July 2019, the HNK MoE issued a decision to extend the pilot for yet another school year (Sep 2019-Jun 2020) but this time include all 24 primary schools from within the City of Mostar.
<p>Activity 2.2: Training PE teachers of the target schools in BiH or in Japan for the understanding of teaching method.</p>
<ul style="list-style-type: none"> • Counterpart training in Japan for PE teachers took place in July 2019. • The Project sent two PE teachers from the target schools to Tsukuba training in July 2018 and further three PE teachers in July 2019. • In February 2020, HNK MoE, in cooperation with the Project, organized the second of three professional development seminars for the primary school PE teachers from throughout the HNK, gathering more than 40 participants. The seminar was led by Prof. Okade who delivered two presentations: one on self-assessment/peer-assessment in PE lessons and the other on inclusive PE education in Japan. • The final seminar of the kind was originally planned to take place in June 2020. However, due to the required social distancing measures, which were in place throughout the remaining period of the project owing to the COVID-19 crisis, it had to be cancelled. • During the school year 2019/2020, the Project assisted HNK MoE with organizing additional professional trainings for their PE teaching staff. The pilot schools were divided into four groups, with six schools in each group. Additionally, each group contained also one of the former four pilot schools for knowledge-sharing purpose. The training was divided into three teaching units and each group had to go through each of the units.
<p>Activity 2.3: Introduction of PE CoS based on the PE CCC in target schools.</p>
<ul style="list-style-type: none"> • The experimental PE CoS was introduced in the four pilot schools from the beginning of the School year 2018. And the completion of the 2018/2019 school year also marked the end of the first year of successfully piloting the experimental PE CoS and Methodology Manual. • In the school year 2019/2020, all primary schools within the City of Mostar piloted the PE CoS.
<p>Activity 2.4: Purchase of necessary PE equipment for the introduction of common core curricula</p>
<ul style="list-style-type: none"> • On 25 January 2019, PE equipment was delivered to the four pilot schools in Mostar.

Activity 2.5: Monitor the impact of common core curricula through interview survey to the teachers and students in target schools.
<ul style="list-style-type: none"> • Toward the end of May 2019, the Project conducted a PE CoS satisfaction Survey, interviewing the four pilot school PE teachers and a sample of 166 (95male, 71female) students from those schools. The survey results were largely positive, and were used as a basis for the HNK MoE’s decision to extend the pilot phase, significantly increasing the number of target schools. • Within the first half of June 2020, the Project distributed and subsequently analysed the results of the survey, concerning the innovated PE CoS and Methodology Manual. The survey encompassed all of the PE teachers from our Mostar pilot schools and the results were largely positive, especially in terms of using cooperative learning techniques.
Activity 2.6: Feedback the result of review to TWG for the future revision of common core curricula
<ul style="list-style-type: none"> • Prof. Novaković constantly collected feedback from the pilot teachers, and revised, accordingly, the experimental PE CoS and Methodology manual. • After the counterpart training in Tokyo in July 2019, the pilot school PE teachers suggested to Prof. Novaković to make smaller revisions to the lesson plan templates in the Manual. • Prof. Novaković finalized the revising process in June 2020, reflecting the feedback gathered during the extension period.

Output 3: The network among PE professionals is established.

Activity 3.1: Trainees in Japan hold the seminar for sharing the learning in Japan.
<ul style="list-style-type: none"> • Both PE teachers who attended the JICA Tsukuba training in 2017 participated in the creation of the PE CCC as TWG members and extensively shared their experiences from Japan with their TWG colleagues. • The counterpart trainees also assisted Prof. Novaković with organizing additional professional training for the Mostar pilot school PE teachers. • On 12 March 2019, the Project organized a gathering for the PE teachers above-mentioned (participants of Tsukuba PE trainings in 2017, 2018) to talk about their experiences to the candidates for the counterpart and Tsukuba PE trainings in 2019. • During the PE seminar on 29 August 2019, a secondary school PE teacher, who had participated in the JICA Tsukuba training in 2018, held a lecture on “similarities and differences between teaching PE in Japan and BiH”.
Activity 3.2: Trainees in Japan establish the network by inviting PE professionals

and teachers for the information sharing and cooperation.
<ul style="list-style-type: none"> With the JICA Tsukuba PE trainees in 2017/2018, the counterpart trainees in the last year years and the PE CCC TWG members, PE TWG for CoS have built a solid network of PE teachers, educators and PE experts to hold additional professional trainings, seminars and to transfer knowledge.
Activity 3.3: The network organizes meetings for PE-related issues.
<ul style="list-style-type: none"> The project held several meetings with the local community of educators to get them involved in shaping the future of PE teaching. Whenever the Project organized large-scale PE events, it was also an opportunity to bring together the PE professionals that were holding ties with the Project-participants of the APOSO TWG, HNK MoE TWG, or counterpart and Tsukuba trainings in Tokyo. This network gathers now some 20 PE and classroom teachers, educators and local officials.

Output 4: SSGM organizes pilot events with the consideration of social inclusion, diversity and fairness.

Activity 4.1: Baseline survey of SSGM’s present activities from the perspective of social inclusion, diversity and fairness.
<ul style="list-style-type: none"> The above-mentioned surveyor conducted the Baseline Survey and compiled a list of suggested activities for SSGM in October 2017 as shown below: <ul style="list-style-type: none"> -Provision of organizing regular PE seminars for educators. -Implementation of traditional Japanese sport games “Undokai”. -Assisting SSGM with obtaining additional funding. -Organizing study trips for SSGM to visit sport associations in other countries. -Placement of a legal advisor within SSGM. -Strengthening of SSGM’s PR and marketing strategies. -Replicating good practices of sports associations from other countries.
Activity 4.2: Identification of local resources for the promotion of sports activities.
<ul style="list-style-type: none"> Throughout the project activities in 2017 and 2018, the project identified local resources that would require cooperation in order to further promote ethically mixed activities as follows: <ol style="list-style-type: none"> Coaches of Sports Clubs PE teachers, lower-grade primary school teachers, Pre-school teachers Pedagogical Institute/Bureau in Mostar Facilities for Persons with Disabilities Facilities for Senior Citizens

⑥ Universities

- A series of meetings with the Mostar Judo club and Herceg Rugby Club were held to promote sports activities. Based on these meetings, a Judo seminar led by prof. Kenji Mitsumoto was held in February 2019.
- Following the professional development training that the Project secured for the SSGM management in 2018, the SSGM staff started actively looking for external funding, to which end they received a grant from the Federal Ministry of Health for their “UNDOKAI tournament” project.

Activity 4.3: SSGM plans the sports activities for the promotion of the interaction of different ethnic groups.

- SSGM planned and implemented four types of ethnically mixed activities with the assistance of the Project, beginning in 2017.
 - ① Sports exchange events for children who are members of different sports club
 - ② Sport and recreational events for school children (pre-school to secondary school)
 - ③ Wide range of sport events for citizens in Mostar
 - ④ Sport events for persons with disabilities
- In May 2019, SSGM and the Olympic Committee of BiH jointly organized the Olympic Day event in a nearby town of Blagaj. About 200 6th grade primary school students from throughout the City of Mostar, as well as students from the QSI International School from Sarajevo engaged in this event and experienced different sports.

Activity 4.4: SSGM organizes pilot sport activities with cooperation of local resources.

- SSGM organized the following pilot sports activities with cooperation of local resources.
 - ① Nevesinje, Mostar and Široki Brijeg friendly games (March 2017, 2018)
 - ② Non-competitive form of recreation and ‘sport values’-oriented workshop (May and August 2017, April 2018)
 - ③ UNDOKAI for children and youth with disabilities (October 2017)

A series of competitions of UNDOKAI games for 1st to 5th grades (May-June 2018), A joint sport practices with young athletes from Kragujevac (September 2018), a part of the “Incentive for Increasing Physical Activities among Primary School Students in Mostar” funded by the Federation BiH Government (May 2019).
 - ④ Seminar for lower grade primary school teachers.

A workshop for lower-grade teachers for the four Mostar pilot primary schools to introduce Japanese good practice, using inexpensive and hand-made sports props (January 2019).

<p>⑤ School in nature A nature-based Outdoor Classroom for 42 6th grade students and 14 teachers focused on environment protection, physical health and nature-rich living (October 2018)</p> <p>⑥ Workshop for School Director A seminar for the primary and secondary school director with the intention to raise awareness on the importance of life-long physical activity (October 2018)</p> <p>⑦ Sportsman of the Year An annual Sportsman of the Year Award ceremony, gathering 300 people (January 2019)</p>
<p>Activity 4.5: Monitor and review the pilot sports activities.</p> <ul style="list-style-type: none"> ▪ SSGM conducted a survey among the participants of the activities introduced in Activity 4-4, and the results were reflected in the activity plan for the next year. ▪ The project staff and SSGM staff held regular meetings to review the impact of joint activities and to improve the contents.
<p>Activity 4.6: Train CP personnel in Japan on the institutional management and sports activity organization.</p> <ul style="list-style-type: none"> ▪ Two staff members from SSGM joined the counterpart training held in Tokyo in July 2019.
<p>Activity 4.7: Organize necessary training for the improvement of activities.</p> <ul style="list-style-type: none"> ▪ The project organized the three types of trainings to improve the organizational strength of SSGM: a training by a consultancy company on basic business management, communication improvement and basic knowledge of fund-raising in February 2018, and another on visibility, procurement rules, monitoring, reporting skills as well as writing actual fund-raising proposals in May-June 2018; a study trip to the Sports Association in Zagreb (Croatia) and Velenje (Slovenia) in February 2018; PR and marketing skill improvement and practical training for writing proposals for fundraising.
<p>Activity 4.8: SSGM plans annual activities by incorporating the review results of pilot activities.</p> <ul style="list-style-type: none"> ▪ UNDOKAI above-mentioned was conducted as a pilot activity at the Mostar-Kragujevac Sports exchange event with 80% of the participants answering “I would like to participate again”. Hence SSGM implemented UNDOKAI in May-June 2018 for 1st to 5th graders of all primary schools in Mostar, and another UNDOKAI for persons with disabilities in October 2018. ▪ Mostar Region Event, aimed at bringing closer the sport youth of all three ethnic groups (participants are from Široki Brijeg, Mostar and Nevesinje), was held three times in a row (2017-2019), with a strong support from the local municipal authorities, who are interested and willing to continue with this effort even after

<p>the Project terminates.</p> <ul style="list-style-type: none"> • In summer 2019, SSGM, local schools and health workers addressed a need to create a summer school of swimming for the 3rd and 4th grade primary school students from low-income families. The Project recognized this problem, assisted SSGM with coordination among the stakeholders and helped organize a swimming school as a new pilot activity. The swimming school lasted 4 weeks, 3 times per week with 12 practical units, gathering some 30 students. Based on the positive feedback from the participants, SSGM made up a plan to repeat this pilot event, using its own financial resources and through support from the local community.
<p>Activity 4.9: Purchase of necessary equipment for the introduction of new activities.</p>
<ul style="list-style-type: none"> • On 15 April 2018, the Project provided the Sports Center Kantarevac, which is owned by the City of Mostar and utilized for various sports activities under the management of SSGM, with the following equipment: TV (1); Notebook (1); Projector/Screen (1); Electronic Scoreboard (1); Mini Football Goal (2 sets); Outdoor Signboard (1); Security Camera System (1). • For the purpose of improving SSGM’s narrative and financial reporting skills and general management practices, the Project provided SSGM with eight new computers. • At the classroom teacher training held in June 2019, each of 16 participating primary school received a set of UNDOKAI PE equipment. • With the health and social domain back in focus of the experimental PE CoS, during a PE seminar held on 29 August 2019, the Project distributed one resuscitation (CPR) mannequin per each of 50 primary schools in the HNK.
<p>Activity 4.10: Implementation of the planned activities.</p>
<ul style="list-style-type: none"> • On 20 August 2019, the Project and SSGM jointly organized a professional development training for some 50 primary and secondary school PE teachers from HNK. The training was divided into two lectures-“Similarities and differences between teaching PE in Japan and BiH” and “Basic first aid and resuscitation training”. The former lecture was aimed at sharing the skills and knowledge acquired in Japan, while the latter was linked to the health domain in the PE CoS.

3-3 Technical Outputs and Reports/Materials Developed by the Project
 Technical outputs and materials developed during the project period are as follows:

Component A

- 1) Common Core Curriculum for Physical Education, based on learning outcomes
- 2) Course of Study for Physical Education
- 3) Methodology manual

Component B

- 1) Event Manual for the Sports Association of the City of Mostar
- 2) Leaflet to Introduce the Activities of the Sports Association of the City of Mostar

3-4 Key Factors Affecting Implementation and Outcomes

Component A

One of the key factors which had a positive impact on the implementation of the project is that the Senior Local Consultant, who had been engaged in the former Project on the modernization of IT Curriculum, was familiar and keeping a good relation with almost all the stakeholders concerned (APOSOS, HNK, OSCE, Ministry of Civil Affairs). This human legacy contributed to a smooth launching of the project as well as prompt recruitment of the expert needed in facilitating the drafting process of PE CCC and CoS.

On the other side, timely dispatch of the Japanese experts (Prof. Okade, Prof. Araki) helped the local PE teachers recognize the essence and philosophy of Japanese physical education paradigm. Especially the seminars by those Professors in September 2017 when the drafting process of the CCC had just begun, could be regarded as most effective in promoting the understanding of the peculiarities of the Japanese PE.

Component B

The approach of the project to realize social inclusion was efficient because it broadened its scope to include those who had limited access to sport, such as people with disabilities and elderly, as well as pupils under 5th grade, rather than focusing solely on achieving ethnic diversity. Especially the introduction of a Japanese Sport Event “UNDOKAI” for lower grade pupils succeeded in bringing together, as a result, pupils beyond ethnic line.

3-5 Challenges faced during the Project implementation

Component A

- 1) Delay in drafting the OSCE Guidebook “From traditional Courses of Study to modernized curricula, based on learning outcomes”:
The COVID-19 prevented OSCE from finalizing the Guidebook before the Project’s termination.
- 2) Delay in drafting the APOSOS Guidelines on inclusive education and upbringing:

The COVID-19 prevented NGO “Save the Children” which has been supporting APOSO on this issue from finalizing the Guidelines before the Project’s termination.

Due to the delay of finalizing these, the PE CoS created by the Project could not be officially authorized by HNK MoE by the Project’s termination because the essence of the above-mentioned guidebook and guidelines were expected to be reflected to the PE CoS as necessary. In this regard, in the JCC held in October 2020 just before the termination, JCC members confirmed that the PE CoS should be officially authorized by HNK MoE, and that HNK MoE is advised to continue the procedure for approval as discussing the relevant agencies including the Mostar Pedagogical Bureau and Mostar Education Bureau.

Component B

None in particular.

3-6 Results of Review based on DAC Evaluation Criteria Made by the Project

Evaluation Criteria	Evaluation Results
Relevance: High	<ul style="list-style-type: none"> ▪ The project is relevant to the policy of the Government of BiH concerning the education reform (Agreement on Education Reform between the Entity Ministers of Education in May 2000), and to the strategy of the International Community to support the policy of BiH on education (High Representative’s Reaffirmation of the International Community’s Commitment to Education Reform in May 2002) (Component A). ▪ The approach of the project is appropriate in consolidating the procedure for consideration of social inclusion, diversity and fairness by accumulating the experiences of designing multi-ethnic activities through multiple pilot events (Component B).
Effectiveness: High	<ul style="list-style-type: none"> ▪ The designing of the project to make the new PE CCC could be regarded as appropriate, especially bearing mind that the CCCs created for other school subjects largely remain unused, since the local authorities are lacking financing and expertise to create respective new CoSs, based on those CCCs (Component A). ▪ The consideration of social inclusion, diversity and fairness was promoted more than expected because the project did not limit its activities based exclusively on ethnic perspective, but instead extended its scope on to elderly and persons with disabilities (Component B).
Efficiency: High	<ul style="list-style-type: none"> ▪ The project (both components) was accomplished with the minimum cost, making full use of the local human resources and limited equipment.
Impact: Moderately High	<ul style="list-style-type: none"> ▪ The positive impacts have been confirmed, including that APOSO has shared the PE CCC to the stakeholders of PE in other Kantons and relevant agencies such as OSCE.

Sustainability: Moderately High	<ul style="list-style-type: none"> ▪ From an institutional point of view, it is highly probable that the new PE CCC and CoS would continue to be used after the completion of the project. Concerning a technical aspect, the system to support PE teachers is firmly rooted in that the local expert who drafted the CoS continues to give lectures in the annual PE seminar organized by SSGM (Component A). ▪ The activities of SSGM could be sustainable, from financial and technical points of view, with the Business Manual containing templates for improved narrative reporting, event management, guidelines for writing project proposals, donor relations, information of the employee structure (Component B).
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3-7 Lessons Learnt

- Necessity of wider inclusion of stakeholders from the outset

The project tried to approach those concerned in the drafting process of PE CoS in HNK. But Mostar Pedagogical Bureau and Mostar Education Bureau, both of which do not have any full-time advisor for PE, were not positively engaged. It would have saved a trouble of coordination if the project had got them involved from the beginning (the Pedagogical Bureau got interested in the reform process and made up a working Group for it, after the CoS of the Project had been already completed).

On the other hand, the Project managed to provide numerous opportunities for the local PE teachers and local education authorities to join their efforts, e.g. through PE CCC and PE CoS TWGs. This way the authorities had shown a high degree of accountability geared towards creating a better learning environment for the local students.

IV. For Achievements of the Overall Goal after Project Completion:

4-1 Proposed Achievements of the Overall Goal

Overall Goal	The importance of Physical education with consideration of social inclusion, diversity and fairness is recognized in BiH
Indicator	Achievements
The degree of recognition to the PE education with consideration of social inclusion, diversity and fairness among PE related personnel in HNK.	<u>Status: In progress</u> Too early to judge because the achievement of the overall goal will be determined 3 years after the Project's termination. However, as mentioned in 3-6, the positive impacts have been confirmed, including that APOSO has shared the PE CCC to the stakeholders of PE in other Kantons and relevant agencies such as OSCE.

4-2 Recommendation

- The PE CoS, with its health-oriented contents, which were marginalized in the old curricula, could be highly valued during/after COVID-19 pandemic. Contents from this

domain could develop further understanding among students on the preventive health care and moreover, could be taught through online lessons even during emergency confinement period when all the other physical/gymnastic parts of PE lessons cannot be implemented. The general lack of computer equipment in local schools and privately among the student population is also an issue that could be addressed by the local education authorities (for instance, by setting up a system where the students could use available computers in rotation, under the supervision of school management in each school).

- The further efforts to introduce the PE CCC and PE CoS in the remaining parts of the country would also be desirable now that their health contents might be regarded indispensable for improving the overall quality of PE teaching in BiH.

END

Project Design Matrix

Project title: the Project for Confidence Building through Physical Education
Implementing Agency:
A-1: the Agency for Preschool, Primary and Secondary Education BiH

August 2019

A-2: HNK Ministry of Education
B: the Sports Association of the City of Mostar

Project Site:

A: HNK

B: The city of Mostar

Narrative Summary	Objectively Verifiable Indicators	Important Assumption	Remarks
Overall Goal			
The importance of Physical education with consideration of social inclusion, diversity and fairness is recognized in BiH	1.The degree of recognition to the PE education with consideration of social inclusion, diversity and fairness among PE related personnel in HNK.	1. Interview survey to APOSO, MoE, the PE professionals network and PE teachers and officials of Sports Association of the City of Mostar	
Project Purpose			
1. PE CCC is steadily introduced in target schools (A) 2. Consideration of social inclusion, diversity and fairness is reflected in the events of the Sports Association of the City of Mostar (B)	1. PE CCC through PE course of study is adopted in target schools (All primary schools within the City of Mostar). 2. The event rates with consideration of social inclusion, diversity and fairness in the planned or implemented sports events by Sports Association of the City of Mostar	1. Interview to HNK MoE, PE teachers in target schools, the record of PE lessons in target schools, Monitoring by the project 2. Annual activity plan and record of the Sports Association of the City of Mostar	1. BiH education reform policy is not hampered or derailed. 2. The sports promotion policy of the city of Mostar is not hampered or derailed.
Outputs			
1. PE CCC with consideration of social inclusion, diversity and fairness is created with the participation of all the related education ministries (A)	1-1. PE CCC is registered in official gazette	1-1. Official gazette	PE CCC creation process is not hampered or derailed.
2. PE CCC is experimentally introduced in target schools of BiH (A)	2-1. PE course of study based on PE CCC experimentally used in target schools.	2-1. Interview to HNK MoE, PE teachers in target schools, the record of PE lessons in target schools, Monitoring by the project	
3. The network among PE professionals is established (A)	3-1.The core members of network is selected 3-2.The number of network meeting held	3-1. Interview to the network members, Monitoring by the project 3-2. Interview to the network, Monitoring by the project	
4. The Sports Association of the City of Mostar organizes pilot events with the consideration of social inclusion, diversity and fairness (B)	Number of pilot events organized with the consideration of social inclusion, diversity and fairness by the Sports Association of the City of Mostar	Annual activity report of the Sports Association of the City of Mostar, Monitoring by the project	Activities of the Sports Association is not hampered or derailed

Activities	Inputs		Pre-Conditions
	The Japanese Side	The BiH Side	
1. Activities for Output 1(A)			
1-1 Identification of PE professionals and formation of TWG for the creation of common core curricula	(1) Assignment of Japanese experts	(1) Counterparts	1. APOSO's role for the creation of CCC is maintained.
1-2 Baseline survey of present practice of PE class by TWG member with advice of Japanese expert including the perspective of social inclusion, diversity and fairness			2. The budget for Sports Association of the city of Mostar is maintained
1-3 Translation of Japanese PE curricula, teaching manual and textbook	(2) Assignment of JICA local consultant- selected by JICA	(2) Office space in APOSO and the Sports Association of the city of Mostar with power supply and internet connection	
1-4 Organize the Japanese PE curricula and teaching method introduction seminar by inviting Japanese expert	(3) Japanese Curricula, textbook and Teaching manual translation fee		
1-5 Organize panel discussions for the contents of common curricula by inviting foreign and domestic PE experts			
1-6 Train TWG members in Japan for understanding Japanese PE curricula and PE teaching method	(4) Seminar Cost: Transportation and accommodation costs for seminar attendants, including lecturer fees.	(3) Office maintenance cost	
1-7 Organize official seminars for the creation of common core curricula			
1-8 Follow up the outcome of the seminars by Japanese PE experts			
1-9 Officialize common curricula		(4) Facilitation of Custom duties, internal taxes and any other charges in terms of procurement of equipment	
1-10 Incorporation of common curricula into the present curricula	(5) Counterpart trainings in Japan		
1-11 Production of PE course of study and teaching manual.	(6) CCC, Teaching Manual production fees		
1-12 Organize dissemination seminar of common core curricula to PE teachers			
1-13 Train PE teachers on new curricula.			
2. Activities for Output2(A)			
2-1 Selection of target schools for the initial introduction of common core curricula		(5) Local cost	
2-2 Training PE teachers of the target schools in BiH or in Japan for the understanding of teaching method	(7) PE teachers training in BiH or in Japan		
2-3 Introduction of common core curricula in target schools	(8) PE equipment for CCC introduction		
2-4 Purchase of necessary PE equipment for the introduction of common core curricula			
2-5 Monitor the impact of common core curricula through interview survey to the teachers and students in target schools			
2-6 Feedback the result of review to TWG for the future revision of common core curricula			
3. Activities for Output 3(A)			
3-1 Trainees in Japan hold the seminar for sharing the learning in Japan			
3-2 Trainees in Japan establish the network by inviting PE professionals and teachers for the information sharing and cooperation			
3-3 The network organizes meetings for PE related issues			
4. Activities for Output 4(B)			
4-1 Baseline survey of present activities of sports association from the perspective of social inclusion, diversity and fairness	(9) Events cost: Preparation and Transportation and accommodation costs for attendants		
4-2 Identification of local resources for the promotion of sports activities			
4-3 Sports association plan the sports activities for the promotion of the interaction of different ethnic groups			
4-4 Sports association organize the pilot sports activities with cooperation of local resources	(10) Counterparts training in BiH or Japan		
4-5 Monitor and review the pilot sports activities	(11) Equipment for the introduction of new activities		
4-6 Train CP personnel in Japan on the institutional management and the sports activity organization	(12) Counterpart training in Japan		
4-7 Organize necessary training for the improvement of the activities			
4-8 Sports association plan the annual activities by incorporating the review results of pilot activities			
4-9 Purchase of necessary equipment for the introduction of new activities			
4-10 Implementation of the planned activities	(12) Local Cost		

↓
«Issues and countermeasures»

Output 3: The network among PE professionals is established		Plan																																																
3.1 Trainees in Japan hold the seminar for sharing the learning in Japan	Actual																																																	
3.2 Trainees in Japan establish the network by inviting PE professionals and teachers for the information sharing and cooperation	Plan																																																	
	Actual																																																	
3.3 The network organizes meetings for PE related issues	Plan																																																	
	Actual																																																	
Output 4: Sports association plan the sports activities for the promotion of the interaction of different ethnic groups		Plan																																																
4.1 Baseline survey of present activities of sports association from the prespective of social inclusion, diversity and fairness	Actual																																																	
	Plan																																																	
4.2 Identification of local resources for the promotion of sports activities	Actual																																																	
	Plan																																																	
4.3 Sports association plan the sports activities for the promotion of the interaction of different ethnic groups	Actual																																																	
	Plan																																																	
4.4 Sports association organize the pilot sports activities with cooperation of local resources	Actual																																																	
	Plan																																																	
4.5 Monitor and review the pilot sports activities	Actual																																																	
	Plan																																																	
4.6 Train CP personnel in Japan on the institutional management and the sports activity organization	Actual																																																	
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	Plan																																																	
4.8 Sports association plan the annual activities by incorporating the review results of pilot activities	Actual																																																	
	Plan																																																	
4.9 Purchase of necessary PE equipments for the introduction of new activities	Actual																																																	
	Plan																																																	
4.10 Implementation of the planned activities	Actual																																																	

Monitoring Plan	Year	1st Year				2nd Year				3rd Year				4th Year				5th Year																							
		III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III																							
Monitoring		G	N	D	J	F	N	A	M	J	J	A	S	G	N	D	J	F	N	A	M	J	J	A	S	G	N	D	J	F	N	A	M	J	J	A	S	G	N	D	J
Baseline survey	Plan																																								
	Actual																																								
Submission of Monitoring Sheet	Plan																																								
	Actual																																								
Monitoring Mission from Japan	Plan																																								
	Actual																																								
Joint Coordinating Committee	Plan																																								
	Actual																																								
Reports/Documents																																									
Project Completion Report	Plan																																								
	Actual																																								

