

MEASURE-BiH

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Program Evaluation Learning Resources

[The Worldwide Governance Indicators \(WGI\)](#)

The Worldwide Governance Indicators (WGI) project reports aggregate and individual governance indicators for over 200 countries and territories over the period 1996–2016, for six dimensions of governance: i) voice and accountability; ii) political stability and absence of violence; iii) government effectiveness; iv) regulatory quality; v) rule of law; and vi) control of corruption. These aggregate indicators combine the views of a large number of enterprise, citizen and expert survey respondents in industrial and developing countries. They are based on over 30 individual data sources produced by a variety of survey institutes, think tanks, non-governmental organizations, international organizations, and private sector firms. Interactive data access as well as access to the full dataset is available via the website.

Recommended News Articles and Blog Posts

[For Central Asia, Investing in Children's Health is the Best Investment for the Future](#)

[Raising the Bar on Responsible Tax for a Sustainable Future](#)

[Closing the Gap Between Policy and Practice on Women's Land Rights](#)

[Combining Needs Assessment and Asset Mapping in Complex Evaluations](#)

[Improving Needs Assessment \(NA\) Practice: The Seemingly Simple But Not So Simple Double Scaled Survey](#)

[Using Asset Mapping to Address the Complexity of Assessing Needs in Communities](#)

[Twitter for New Evaluators – Understanding the Field](#)

[Create Visuals to Help Your Tweets Stand Out Among the Crowd](#)

[A School is Not a Factory: Why Teacher Specialization in Early Grades May Not Work](#)



USAID
FROM THE AMERICAN PEOPLE

Upcoming Events

April 4

[Communicating Evidence for Sustainable Development, Wageningen, Netherlands](#)

May 2

[UK Evaluation Society 2018: The Quality of Evidence from Evaluation, London, UK](#)

Useful Sites

[Central European Initiative](#)

[United Nations Educational, Scientific and Cultural Organization \(UNESCO\)](#)

Examples of Evaluation Projects

[Europe and Eurasia Enterprise Funds and Legacy Foundations, Final Evaluation Report, USAID, February 2018](#)

[Middle East and North Africa Water Sector, Performance Evaluation Report, USAID, March 2018](#)

[Interim Performance Evaluation of the Feed the Future Knowledge-driven Agricultural Development Project, USAID, February 2018](#)

Relevant Publications

[Education in Bosnia and Herzegovina: What Do We \(Not\) Teach Children? Content Analysis of Textbooks of the National Group of Subjects in Primary Schools by Open Society Fund BH and proMENTE Social Research](#)

The research was conducted during the 2015/2016 school year and was done with the intention of evaluating the results of the primary education reform through content analysis of textbooks. A total of 2,688 lessons in 68 textbooks of the national group of subjects were included in the analysis. Analysis was carried out by teams of experts for individual subjects - mother tongue and literature, history, geography and religious education.

Research questions at the focus of the research included the following:

1. Are values placed as education outcomes in curricula and the textbooks of the national group of subjects and religious education?
2. Are universal values affirmed in the textbooks?
3. Do the contents in the textbooks encourage the development of critical thinking?

Two research criteria were defined so they could enable the estimate of the level at which the content follows the general educational goals defined by the Framework Law on Primary and Secondary Education and the documents for the education reform: i) The affirmation of universal human values, and ii) Encouraging the development of critical thinking.

The results of the research unequivocally showed that no essential change in the concept and approach to education was materialized in textbooks created within the reform during the last ten years. They do not affirm the values of democratic society, active citizenship and social involvement, nor do they sufficiently instigate the development of critical thinking, creativity and active learning. What was determined and demonstrated is that the dominant system of values in textbooks stands in opposition to the proclaimed goals of the reform and that it fundamentally relies on the socio-centric and conservative way of thinking, meaning that the pupils are often imputed with opinions and stances, while critical thinking is hindered.

The authors recommend a radical and comprehensive change of the concept of textbooks within the wider process of the total reform of education so that textbooks could encourage critical thinking and the affirmation of universal values and have a developing and formative role in the entire development and education of a child, not only declaratively, but truly.



Recommended Reading

[Guide to Cost-benefit Analysis of Investment Projects by European Commission](#)

The purpose of Cost Benefit Analysis (CBA) is to facilitate a more efficient allocation of resources, demonstrating the convenience for society of a particular intervention rather than possible alternatives. The main objective of this guide is to illustrate common principles and rules for application of the CBA approach into the practice of different sectors. The guide presents regulatory requirements for the project appraisal process and the related decisions on a major project, discusses the CBA guiding principles, working rules and analytical steps that are considered for investment appraisal under EU funds, and includes outlines of project analysis by sector, focusing on transport, environment, energy, broadband, and research & innovation sectors.