

Center for Educational Initiatives
Step by Step



ANNUAL REPORT

GODIŠNJI IZVJEŠTAJ

2013.





MAIN PROJECTS

- 1. *Education for a Just Society***
Donors: USAID and FOD BiH
Duration: July 22, 2013 – July 21, 2016
- 2. *United for inclusive and non-discriminatory education of Roma children in Sarajevo Canton***
Donor: European Commission
Implementers:
 Kali Sara
 CEI Step by Step
Duration: January 2013 to October 2014
- 3. *Improving capacities of preschool and primary teachers in Tuzla Canton to implement high quality ECDE programs in a year before enrolling primary education***
Donor: Save the Children International
Duration: May – December 2013
- 4. *Coalition for Rightous Education – Annual Conference***
Donor: Open Society Fund BH
Duration: May – December 2013
- 5. *Round Table: „What can we learn from parents“***
Donor: Open Society Institute
Duration: April 2013
- 6. *Equity through literacy***
Donor: Open Society Foundations
Duration: December 2013- December 2015
- 7. *Improving quality of education by developing professional community of learners using ISSA’s principles of quality pedagogy***
Donor: Open Society Foundations

Early Childhood program
Duration:

OTHER ACTIVITIES

- NarkoNE – Strategic Planning
- Stronger voice for children – Strategic planning
- Ministry of Education KS – Curriculum Development
- ESJ TRAININGS:
 - Mozaik Foundation
 - Pedagogical Institute Tuzla
 - Gradiska primary schools

PROFESSIONAL DEVELOPMENT:

- NEPC Summer School (Radmila Rangelov Jusovic)
- Association of Psychologists – Annual Conference (Miroslava Marjanovic and Dzelila Mulic)
- Advocacy training – Istanbul (Elvira Ramcilovic Lakota)
- USAID NGO development program (Nedim Krajnsnik, Elvira Ramcilovic Lakota and Dzelila Mulic)

<i>Training programs</i>	Funder	Days total	ECD teachers	Primary	Policy Makers	Other
Getting ready for school	Mozaik Foundation	4				38 NGO, parents
	Save the Children	3	90			
Improving quality in ECD	Save the Children	9	161			
	RWCT					
Child-Centered Methodology	FOD BiH	4		40		
	FOD BiH	2	2	20		
ESJ	Mozaik Foundation					
	Save the Children	15		261		20
	OSF BiH	12		50		50
ESJ ToT	Kali Sara					
	Save the Children	3				20
Positive discipline	Mozaik Foundation	2				12
	Gradiska	2		30		
TOTAL		56	253	401		140

1. Education for a Just Society

Education for a Just Society is a three-year project aimed at the change in educational system in Bosnia and Herzegovina which reflects a vision of an equal and just society, a society that promotes peace and reconciliation, and encourages all children to dream, envision and build their future.

The Project targets schools in 18 communities throughout BH. It will involve 1800 students and more than 270 teachers, policy makers and educational professionals. Following a holistic approach, the project is designed around three main components essential for comprehensive change in education and advocacy. First, the project will create a space for peer interaction and learning among primary school students from different ethnic and religious backgrounds. Second, the project will advance teachers' competencies in critical thinking strategies and in leading change in education. And finally, the project will improve teaching and learning practice and influence systemic changes through the *Open Curriculum* and other initiatives. Furthermore, the project results and lessons learned will be used for the purpose of advocacy in an effort to expand the overall impact of the project beyond the limit of a particular school or community and eventually influence the society at large.

All of these components are integral to the project and serve to foster reconciliation, empower the students to envision a peaceful future and champion the idea that, *The Future Begins With Me*, the motto which will be used as the project name for students.

The Project is implemented by two partner organizations, Center for Educational Initiatives Step by Step (CEI) and proMENTE, with secured co-funding from Open Society Fund Bosnia and Herzegovina

During the 2013 most of the activities were focused on preparations for launching, trainings, impact evaluation and M&E. Call for Expert team members and team of certified teachers for Open Curriculum was opened, and 13 experts and 30 teachers have been selected based on their CV, references, motivation letter and lesson plan sample. Meeting with IMPAQ International resulted with development of methodological framework for impact evaluation study. All ministry approval has been obtained, with exception of Republica Srpska, which we received in January after long negotiations.

- **Ministry approvals**

Official approvals from all Ministries of Education have been obtained, with the exception of Ministry from Republika Srpska. However, after long negotiation and additional documents they required, we succeed to obtain permission in January 2014.

- **Preparation for Project Launching**

Planned originally for December 2013, Project launching had to be postponed for January, due to long and complicated procedure for obtaining official approval from Ministry of Education from Republika Srpska. However, all activities connected to project launching have been done accordingly, and 20 students from two primary schools from Federation and Republica Srpska, have been actively involved in planning, organizing, designing and leading all activities for the event.





Children from “Jovan Ducic” and „Dzemaludin Causevic” schools from Eastern Sarajevo and Sarajevo have been working together and prepare press release, invitation letters, space arrangement, ceremony and interviews, and they learn how to be photographers, cameraman, journalists and designers. Official Launching will be organized January 31st in Sarajevo.

- **Branding and Marketing**

Basic design for the Project has been developed and most of needed materials, such as banners, posters, brochures and portfolios, have been printed.

2. United for inclusive and non-discriminatory education of Roma children in Sarajevo Canton

Overall objective: To improve access and quality of education of Roma children in primary schools in Canton Sarajevo and establish long term basis for creating inclusive and non-discriminatory education for every Roma child.

Specific objectives:

- (1) To develop Programme for combating discrimination and inclusion of Roma children in elementary education process in Canton of Sarajevo;
- (2) To pilot Programme in 10 elementary schools in Canton of Sarajevo;
- (3) To establish necessary institutional mechanisms and infrastructure for implementation and monitoring of the effects of the Programme for combating discrimination and inclusion of Roma children in elementary education process in Canton of Sarajevo (4) To raise awareness of the problem of discrimination of Roma children

3. Improving capacities of preschool and primary teachers in Tuzla Canton to implement high quality ECDE programs in a year before enrolling primary education

Training program for preschool and primary teachers in Canton Tuzla begins with first three day cycle, as a preparation for organization of obligatory ECE in a year before school, and as a part of total 10 day training program.

Training module and materials for participants have been developed in a preparation phase, and manuals and materials for children, parents (caregivers) and teacher have been printed.

Three parallel groups, with total of 86 participants have been trained in Pedagogical Institute facilities during May 10 - 12. Training was consisting of 12 interactive 90' sessions.

Training topics:

1. Introduction to the training program – basic principles
2. ECDE – importance and research about brain development
3. Developmental characteristics of 4 – 6 years old children/ all domains

4. Pre-literacy and pre-numeracy skills
5. Social skills, independence and self-regulation development
6. Positive discipline and classroom management
7. Creating safe and stimulating learning environment
8. Integrated curriculum
9. Assessment and child's portfolio
10. Daily schedule
11. How to work with parents
12. Participant simulations and practicing usage of materials

Two day training for Pedagogical Institute staff (14 counselors) was held in May 8 and 9, and all participants received package with training materials, modules, printing materials for participants and PPP, both in hard copy and in USB. Working in close cooperation with pedagogical institutes

4. Coalition for Rightous Education – Annual Conference

5th Regional Conference of Educators

"Curriculum, formative assessment and extracurricular activities as a tool for development of children's key competences"

5th annual Regional Conference of Educators held from August 22nd to 25th in Sarajevo, Bosnia and Herzegovina, attracted over **250** educational professionals and other stakeholders from six countries in the Region, including members of ISSA and REYN.

The title of this Conference was: "Curriculum, formative assessment and extracurricular activities as a tool for development of children's key competences"

More than **50** workshops, presentations and promotions held by **70** practitioners, university teachers, policy makers and other professionals, raise the important issues and provide models and solution for the number of questions connected to the quality and effectiveness of current educational systems to assure development of competences such as critical thinking, creativity, but also competencies related to the social justice and social responsibility in preschools and primary schools.

Paul C. Gorski, from George Mason University, one of the leading experts in the area of social justice opened the Conference, and inspired us by talking about "Equity Literacy for the Social Justice Educator"



The second day begins with **Mr. Ljiljana Levkov**, who talked about new initiatives for major curriculum changes in Serbia, while at the beginning of the third day Ms. **Sanja Brajkovic** from Step by Step Croatia provided insight in the area of formative assessment.

Conference program was divided into three sections:

- Curriculum assessment and planning
- Formative assessment
- Extracurricular activities

5. Round Table: „What can we learn from parents“

Roundtable, entitled "What can we learn from parents - Inclusion from the perspective of parents and professionals", held in Sarajevo, April 24, 2013, organized by CEI Step by Step and OSF BH, and supported by OSI London, brought together over 50 representatives of parent associations, practitioners and representatives of ministries and other institutions in the field of health, education and social protection.

The title of the roundtable, "What can we learn from parents," sends a crucial message about the importance of parental involvement in all processes of development strategies, laws and bylaws, situation analysis and other documents related to the exercise of the rights of children with disabilities. Further support and strengthen parents' associations, their intense connection and empowerment in the area of advocacy and the development of new models shall be provided. Additionally, cooperation and information exchange among parent associations and policy makers have to be improved.

Most of the conclusions, provided by parents who facilitated working groups, were in line with research findings, with some additions and more details, as well as concrete ideas for actions. However, one of the main points was that there were no significant changes since research have been conducted until now.

General conclusions were:

- Include parents in the policy-making processes - insist on systemic and long-term solutions
- Improve dialogue between parents and authorities at all levels
- Improve the system of informing parents about existing projects and initiatives



6. Equity through literacy

Project "**Equity through Literacy**" aims to support every child in the process of becoming a successful and motivated reader and writer, by providing them with stimulating and rich literacy environment, and activities that will help them challenge stereotypes and prejudices through literature. Since the language is the main mean of communication, the intention of this project is to use a language and literacy skills as a prime media to promote respect for diversity in the classroom, community and society as a whole, help children express themselves and see other's point of view, and become skillful in receptive and creative use of literacy.



The project is designed to empower teachers and parents and create learning environment in order to enable children to:

- develop literacy skills, comprehension skills and expressive skills in language and to appreciate the power and beauty of language
- develop their creative and imaginative capacities through artistic expression and response
- come to an understanding of the world through the acquisition of knowledge, concepts, skills and attitudes and the ability to think critically
- develop a respect for cultural difference, an appreciation of civic responsibility, and an understanding of the social dimension of life, past and present

“Equity through literacy” project highlights the importance of literacy both as a tool for achieving academic success, and tool for acquiring better understanding of social justice concepts.

Project goal:

Improve children’s literacy skills and critical literacy in primary schools in Bosnia and Herzegovina through strengthening teacher’s competences and parent’s capacities to support children in reaching this aim.

Objectives:

1. Improve capacity of 20 primary school teachers to conduct school based professional development activities in 10 schools in the area of critical literacy.
2. Support development of professional learning communities in schools and improving competencies of 110 teachers and 10 school librarians which will directly support improvement of student competences in the area of literacy.
3. Develop professional resources, such as manuals and on-line courses that can be used for continuation of activities, and support teachers, parents and students in other schools
4. Promote importance of literacy skills and usage of literature as a tool for developing social skills, respect for diversity and social cohesion in education

7. Improving quality of education by developing professional community of learners using ISSA's principles of quality pedagogy

General goal of the project is to improve quality of education in primary schools in BH by introducing *ISSA's Principles of Quality Pedagogy and building professional learning communities*.

The PLC project was planned in four steps:

- Step 1 – building support for long term systemic changes
- Step 2 – Selection of schools and local coordinators
- Step 3 – Trainings
 - 3.1. Training of coordinators
 - 3.2. Follow –up workshops for teachers
 - 3.3. Meetings of PLC in schools
 - 3.4. Mentoring and monitoring
- Step 4 – Assessment and evaluation



Step 1 – building support for long term systemic changes

In March 2012, CEI, together with MOE Canton Sarajevo and Pedagogical Institute, organized one-day presentation/workshop for 60 School Principals from 60 schools in Canton Sarajevo. ISSA Quality package was presented as well as Professional Learning Communities of Teachers, as a vehicle of implementing a smart model of professional development of teachers based on ISSA Principles of Quality Pedagogy.

Step 2 – Selection of schools and local coordinators

After the presentation/workshop in March 2012, five school principals approached directly to the presenters and ask what would be the best way to implement all steps in their schools.

Pedagogical Institute fully agreed that these five schools fulfill selection criteria (old-new, urban-rural) especially since the school management recognized benefits and showed their interest on their own.



Step 3 – Trainings

3.1. Training of coordinators

In cooperation with Open Academy Step by Step Croatia, CEI Step by Step organized three day training for group of 14 participants from five selected schools, May 14 – 16th, 2012.

In August 2012, during the Step by Step Annual Regional Conference, CEI Step by Step organized a meeting with PLC coordinators from five schools to prepare next steps of the

project. At the conference PLC coordinators worked together with colleagues from the Croatia involved in the PLC project of Open Academy Step by Step Croatia, and took the opportunity to share their experiences.



3.2. Follow – up workshops for teachers

In October 2012, CEI Step by Step organized one day workshop for the PLC coordinators and participants. Five workshops (one for each school) were conducted with aim to introduce further mode and project dynamics, expectations and obligations of both parties involved in project (PLC school and CEI Step by Step team). These meeting was also important, since project coordinator changes, and this was opportunity for Dzelila Mulic, new project coordinator meet all PLC participants, coordinators and school principals.

In November 2012, CEI Step by Step organized two day training for 60 participants (PLC coordinators and participants from five schools). Training aimed to improve the teacher's understanding of the concept of PLC, learn how to establish norms and goals for each community, and improve their knowledge about individual ISSA principles.

After the training, the PLC coordinators organized the first PLC meeting, where they established norms, decide upon meeting dynamics, choose the one ISSA principle in which they will work during the year and establish framework for professional portfolio.

Three schools decided to focus more on Interactions, one on Learning environment and one on Parent, community, school partnership.

CEI Step by Step has provided a framework for PLC coordinators' portfolio to be able to document and monitor the development of the communities they facilitate (meeting report sheets, evaluation framework, norms and other documentation).

In January 2013, CEI step by step organized second follow-up training, during winter break. This training was individualized, based on PLC needs and principle they want to work on.

In May 2013, before the end of the school year, we organized last follow up training where PLC coordinators and teachers had the opportunity to present their observations of the dynamics of the PLC meetings, present difficulties encountered, the way they have overcome and share experiences between themselves. The focus of the reflection was on the best ways how to start PLC in the new school year and how to efficiently work on ISSA's indicators.

In August 2013, during the 5th Annual Regional Conference of educators held in Sarajevo, attended by more than 250 teachers from five countries (Slovenia, Croatia, Macedonia, Montenegro, Serbia, Bosnia), PLC coordinators and teachers had opportunity to exchange experiences and ideas with colleagues from other countries, mostly with colleagues from the Croatia who are in the third year of implementation of PLC project. These experiences are highlighted as very important and useful, as well as a great help in planning activities for the PLC for the upcoming school year.

3.3. Meetings of PLC in schools

From November till August 2013, each school organized minimum 11 PLC meetings. Coordinators of PLC school team were in charge of organizing, facilitating, documenting and reporting. Each PLC team got all materials needed for their work, and each teacher developed their professional portfolio. Several schools decided to use funding for refreshment to purchase materials needed for learning and teaching process. PLC coordinators had an obligation to keep a record of the progress of professional learning communities. Reports are submitted every two months.

Name of PLC school	ISSA's indicator	Number of PLC members	Number of PLC meetings
Primary School "Džemaludin Čaušević" Coordinator: Muamera Lindov	Learning environment	10	11
Primary School "Aleksa Šantić" Coordinator: Marija Lajdec	Interactions	31	11
Primary School "Đulistan" Coordinator: Amra Mušić	Interactions	10	11
Primary School "Isak Samokovlija" Coordinator: Mirsada Jaganjac	Interactions	16	14
Primary School "Edhem Mulabdić" Coordinator: Esmir Salihović	Parent, community, school partnership.	15	12

PLC coordinators identified key benefits and improvements, which were mostly connected with:

- Mutual respect, encouragement, member' interest and enthusiasm toward PLC meetings, improving the working atmosphere in the school, the ideas on how to resolve the current difficulties and challenges in the classroom in a new way;
- Improving communication between colleagues in school;
- Embracing of the benefits of exchanging ideas and their application in the practice;
- Improving the self-assessment skills , considerations of accountability and the quality of work

"Feeling of belonging, organization of time, the exchange of experiences, mutual communication, feeling positive atmosphere of cooperation and acceptance, make me want to continue to be a member of the community,, said one of the participants from the primary school "Dzemaludin Causevic".

The coordinators and participants identify the challenges for the continuation of the PLC:

- The necessity of additional training for the coordinators;
- Additional training in the selected standards and work on indicators (more practical examples, videos, movies, etc.);
- To find mechanisms to improve participation of teachers who are already involved in the PLC;
- To find mechanisms for the including other teachers in the school



3.4. Mentoring and monitoring

Late November 2012 the first mentoring meeting with PLC coordinators was conducted. After coordinators submitted their reports and reflections, in February 2013 we organized a second mentoring meeting. In May 2013, we held another meeting with the PLC mentoring coordinators when we had the opportunity to talk about the challenges and ways to overcome the difficulties, as well as what was the benefits for teachers, schools and children.

PLC coordinators reported that almost all the teachers expressed the wish to continue the work in PLC in the upcoming school year, and emphasized the need to expand the work of the teachers who were not involved in the first year of implementation of PLC. They also reported that work in professional learning communities was a great way to quickly and effectively influence the changes in the practice, giving them the opportunity to exchange experiences. They pointed out that Professional learning communities are the place where they can get new ideas for classroom work which directly affects the improvement of their competences, which leads to improvement of practice and children's competences.

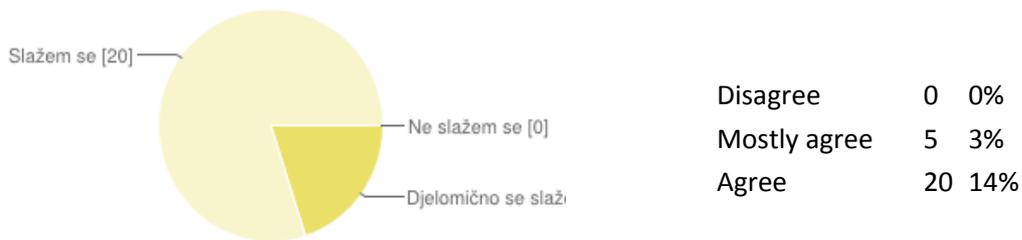
In April and May 2013 we have been visiting schools (one visit per month) and attended meetings of the PLC, where we had a chance to follow the improvement during the year, make observations and provide feedback to PLC Coordinator and teachers. All PLC coordinators received "Learning community" manual published by Step by Step Croatia. The manual will be also used as an excellent guide for expanding learning communities in the next school years.

PROJECT EVALUATION

All PLC teachers and coordinators were asked to complete an online evaluation questionnaire. These results will be used to help our organization establish new strategic goals, and serve as a base for future advocacy initiatives in the area of professional development system in BH.

Evaluation results:

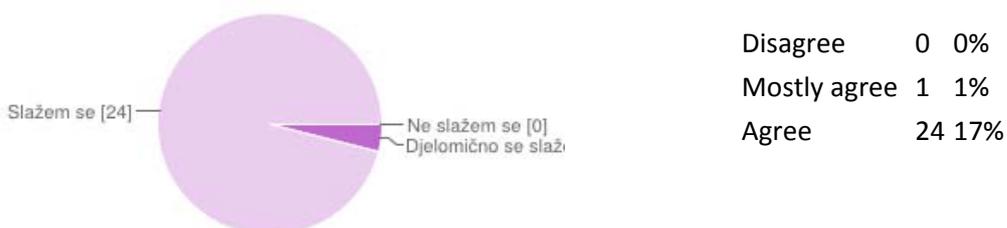
I improved my relationship with colleagues.



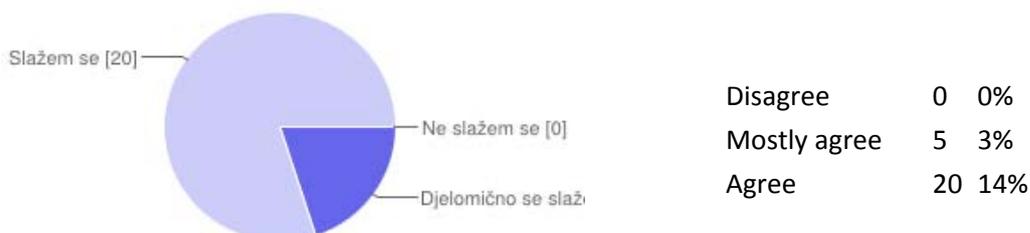
I collaborate more with colleagues on improving the quality of our work.



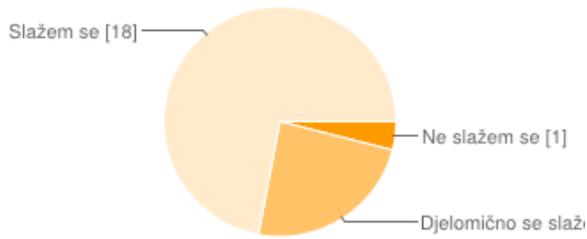
I didn't feel threatened if, at the meeting with colleagues, I had to share something that I have not been the most successful.



The working atmosphere among teachers improved.

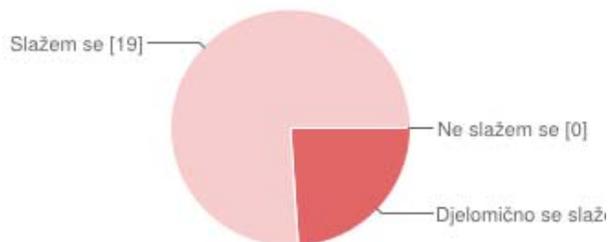


We share more responsibility for the quality of work of all the teachers and the quality of the school.



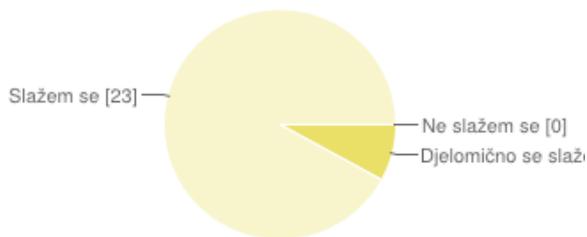
Disagree	1	1%
Mostly agree	6	4%
Agree	18	13%

We help each other to become better teachers.



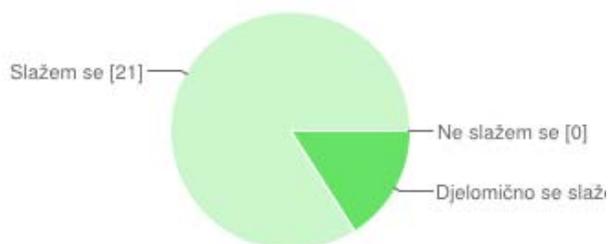
Disagree	0	0%
Mostly agree	6	4%
Agree	19	13%

I learned something from colleagues and/or share my experiences with colleagues.



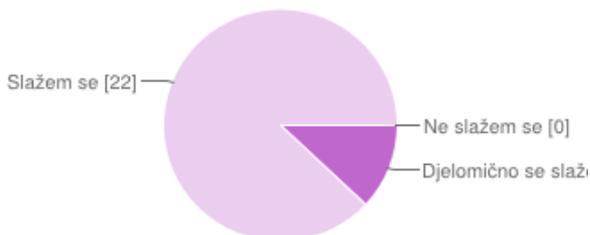
Disagree	0	0%
Mostly agree	2	1%
Agree	23	16%

I improved my knowledge and expertise.



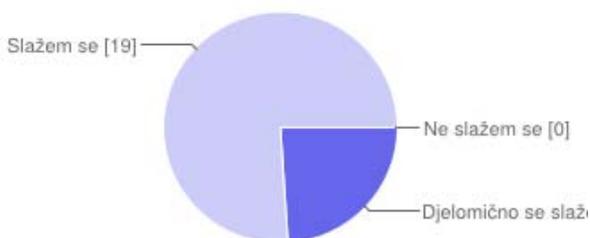
Disagree	0	0%
Mostly agree	4	3%
Agree	21	15%

I got new ideas for classroom practice and/or renewed some ideas that I had forgotten.



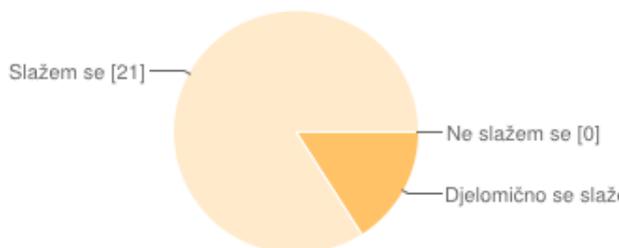
Disagree	0	0%
Mostly agree	3	2%
Agree	22	15%

I made changes in my classroom practice.



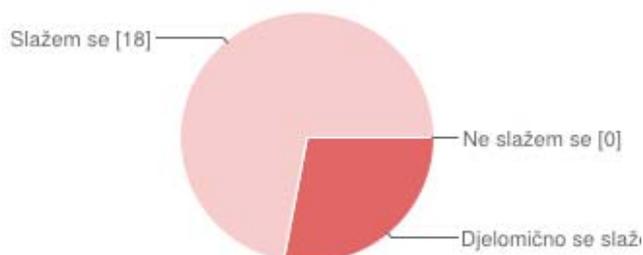
Disagree	0	0%
Mostly agree	6	4%
Agree	19	13%

PLC meetings have helped me to reflect on my strengths advantages and challenges.



Disagree	0	0%
Mostly agree	4	3%
Agree	21	15%

I changed some of my beliefs about teaching.

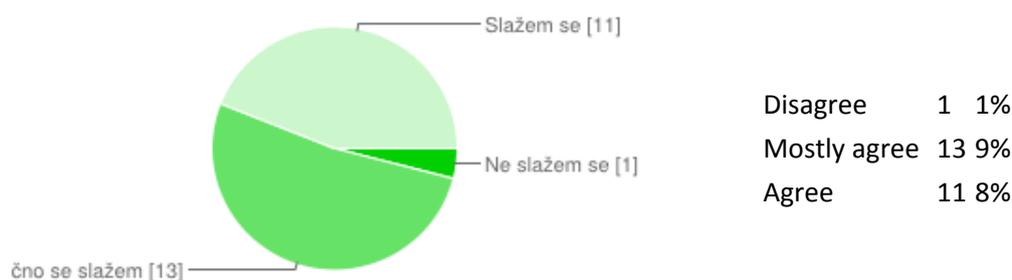


Disagree	0	0%
Mostly agree	7	5%
Agree	18	13%

Teachers have developed a common understanding about the quality principles.



I feel I am more professional.



Benefits that are PLC participants pointed out, for them and for the school, are as follows:

Question 1: For me, the most important result of participation in the PLC is:

“...I appreciate more the experience of others; sharing experiences with other colleagues in addressing barriers that may be encountered during implementation; the ability to freely express weaknesses and strengths; the ability to talk about problems in the classroom; the others are listening to me and help me in overcoming problems; feeling respected by my colleagues; better cooperation with colleagues; more open and improved communication;; improving the quality of work and communication with children; positive and pleasant work atmosphere, etc...”

Question 2: In the school where I work, the most important result of the PLC is:

“...All teachers make maximum effort to improve the learning process and make children more happy and satisfied; enhanced cooperation with parents; improved communication between colleagues; apply new methodology in the classroom; a better relationship and understanding between colleagues; increased knowledge about the problems we have in school; increased support and assistance among colleagues; exchange of experiences and ideas for further work, a friendly relationship between colleagues, etc...”

The results indicate that the participants and schools realized the benefits of this form of work with colleagues. We can be more than satisfied with the success that schools and teachers have achieved after only one year of professional learning community work.

Step 4 – Assessment and evaluation

Team of university teachers, already trained by CEI Step by Step in ISSA principles, has been involved in assessment and evaluation of the whole process. They developed research methodology, created questionnaire, organize data collection and conducted the focus groups discussion. The goal of this research was also wider situation analyses in the field of school based professional development system and opportunities in primary schools in BIH.

Research included:

- 140 questionnaires from the teachers in primary schools from both entities (FBH and RS) and Brcko District, Data were entered into SPSS database for statistical analysis;
- Four focus groups were conducted in 4 primary schools (2 in Sarajevo, 2 in Banja Luka),
- All policies and other relevant legislation and documents have been collected for the situation analyses.

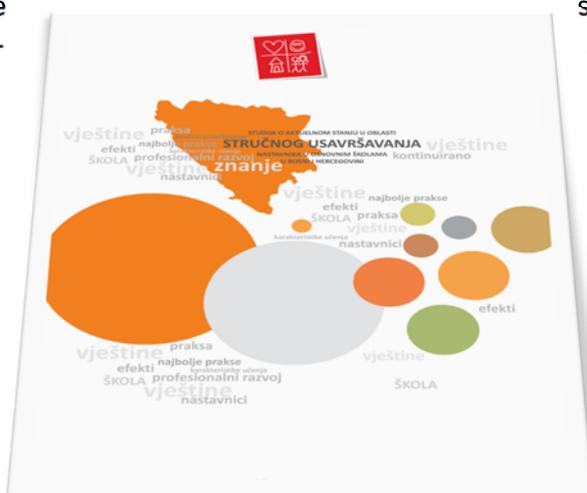
The situation analyses and research results are published in on-line publication, and will be used for advocacy aimed at policy changes in the area of professional development and teacher training, and as a base for trainings with school management.

The results of the study indicate the need for finding new system solutions in the field of professional development of teachers, improving legislation, particularly school regulations connected with the professional development of teachers. Special attention should be paid to the planning, implementation, monitoring and evaluation system, and its effects on the classroom practice and student achievement.

Professional development should be based on situation analyses, teachers' needs, and harmonized with the strategic goals of education system, the school's goals and objectives and children's progress assessment.

Schools should become places of mutual learning and teaching, and teachers need to be supported to become practitioners who reflect on their work and, together with colleagues, make responsible decisions that affect the development and learning of children.

The complete website www.coi-



study will be available at our stepbystep.ba.

LIST OF TRAININGS

Naziv treninga	Period realizacije	Lokacija	Učesnici	Realizatori treninga
Poticajno roditeljstvo – „Priprema za školu“	27-28.02.2013	Udruženje roditelja za pomoć djeci i omladini sa posebnim potrebama - Bileća	Predstavnici Udruženja roditelja za pomoć djeci i omladini sa posebnim potrebama - Bileća (22)	Elvira Lakota
Poticajno roditeljstvo – „Priprema za školu“	16-17.03.2013.	Udruženje za pomoć djeci i omladini sa posebnim potrebama „Sunce“ - Pale	Predstavnici Udruženja za pomoć djeci i omladini sa posebnim potrebama „Sunce“ i „Oaza“ (16)	Elvira Lakota
„Pozitivna disciplina“	08. april	Trening centar „Step by Step“ – Sarajevo	Predstavnici organizacije Hopes and homes for children (12)	Radmila Rangelov-Jusović Elvira Lakota
Bazični trening za osnaživanje nastavnika za provedbu programa „Priprema za školu“ u Tuzlanskom kantonu Save the Children	10-12.05.2013.	Pedagoški Zavod - Tuzla	Odgajatelji/ce i nastavnici/ce razredne nastave (90)	Radmila Rangelov-Jusović Elvira Lakota Miroslava Marjanović
„Škola koja odgaja“	18-19.05.2013.	OŠ „Kozarska djeca“ Bosanska Gradiška	Nastavnici razredne nastave uključeni u provedbi projekta (30)	Miroslava Marjanović Elvira Lakota
Obrazovanje za društvenu pravdu	19-20.10.2013.godina	OŠ „Ivan Goran Kovačić“ Gradačac	Nastavnici OŠ „Mejdan“ i OŠ „Ivan Goran Kovačić“ (25)	Miroslava Marjanović Elvira Lakota
Drugi ciklus edukacije za osnaživanje nastavnika za provedbu programa „Priprema za školu“ u Tuzlanskom kantonu	25-27.10.2013.g odina	Pedagoški Zavod - Tuzla	Odgajatelji i nastavnici razredne nastave (48)	Radmila Rangelov-Jusović Mirela Badurina Elvira Lakota
Treći ciklus edukacije za osnaživanje nastavnika za provedbu programa „Priprema za školu“ u Tuzlanskom kantonu	29-30.11.2013.g odina	Pedagoški Zavod - Tuzla	Odgajatelji i nastavnici razredne nastave (68)	Selma Alijević Nerma Selamnović Elvira Lakota Dželila Mulić
Četvrti ciklus edukacije za osnaživanje nastavnika za provedbu programa „Priprema za školu“ u Tuzlanskom kantonu	14-15.12.2013.g odina	Pedagoški Zavod - Tuzla	Odgajatelji i nastavnici razredne nastave (75)	Radmila Rangelov-Jusović Aida Bekić Fata Zilić Elvira Lakota

Obrazovanje za društvenu pravdu Save the Children	Septembar – oktobar 10 dvodnevnih treninga	JUOŠ“Husino” JUOŠ“Kreka” JU Prva OŠ JUOŠ“Lukavac grad” JUOŠ “Mejdan” i JUOŠ“Ivan Goran Kovačić”	Nastavnici (216)	Dželila Mulić Nedim Krajišnik Maša Mirković Dario Lipovac Elvira Lakota Miroslava Marjanović
Srednje stručno obrazovanje za mlade i žene Predstasude u zapošljavanju Save the Children	Novembar 29 i 30	Banja Luka	Poslodavci i predstavnici ministarstava (20)	Radmila Rangelov Jusović
Obrazovanje za društvenu pravdu - Mozaik Fondacija				
Obrazovanje za društvenu pravdu Bazični i ToT		Tuzla	20 + 20	
Obrazovanje za društvenu pravdu Gradiška			25 roditelja, 25 djece i 50 nastav	
RWCT i metodologija	4 puta 2 dana		100 nastavnika/ca	