



**Ministry of Education
Managing Directorate of Planning & Educational Research
Division of Monitoring & Evaluation**

**THE SECOND PHASE OF THE EDUCATION REFORM FOR
KNOWLEDGE ECONOMY PROJECT (ERFKE II)**

**Component I: School and Directorate Development Program (SDDP)
SDDP Monitoring and Evaluation Reports for 2013
Report (2)**

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30 June 2013

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Executive Summary

1. Objectives of the report:

This report which is the second monitoring and evaluation (M&E) report of the School and Directorate Development Program (SDDP) and issued annually by the Division of Monitoring and Evaluation at the Managing Directorate of Planning and Educational Research aims to render a clear and inclusive view on the real status of SDDP implementation and its achievements up to the end of June 2013. The report also highlights points of strengths and weaknesses and areas of improvement in all aspects related to the program.

2. Applied methodology:

In light of the monitoring and evaluation framework designed by SDDP¹ M&E committee which comprised head and members of the M&E Division and members of the Educational Training Centre in cooperation with SDDP, data collecting tools were used such as rubric scale, questionnaires and interviews for ten qualitative indicators to be applied through field work. Moreover, contacts were made with concerned education directorates at the Ministry Centre and in field directorates to obtain data on quantitative indicators.

M&E Division members and coordinators collected data from education directorates concerned with SDDP (during 16 -29 April) over three stages (16-17 April, 22-23 April and 28-29 April). Random samples were selected from each education directorate including two school clusters, and three schools were chosen from every cluster (so the total will be six schools divided equally between the males and females). 10% of school developmental plans were collected (at least 8 plans from each education directorate) so 23 plans were gathered.

Various sources were used in collecting data such as discussion focus groups, questionnaires and examining records and documents related to the program. Due to different conditions during which the program is being implemented (including the timeline) groups of the four directorates were treated as one unit to simplify data processing, besides processing data concerning other directorates. Moreover, the reports were prepared at the schools and directorates' levels in addition to this report and the indicators report. The Division of Monitoring and Evaluation set a computerized database through which a large amount of data was processed to achieve the desired results.

3. Major results:

- 1) 23 education directorates (and 2078 schools in these directorates) implemented their developmental plans which were designed according to the SDDP methodology. In addition, 23 educational development councils and 202 educational councils were formed at the level of school clusters.
- 2) educational development councils and 68 educational councils were established for school clusters within the first group, 4 educational development councils and 25 educational councils were established for school clusters within the second group, 6 educational development councils and 54 educational councils were established for school clusters within the third group and 6 educational development councils and 55 educational councils were established for school clusters within the fourth group.
- 3) Scores of the directorates of the second, third and the fourth groups were higher than scores of the first group in all indicators.
- 4) Scores of the female and mixed schools were higher than scores of the male schools in all indicators.

¹ SDDP monitoring and evaluation framework was set with support from CIDA through the SDDP

- 5) The indicators that achieved /or were about to achieve the target were :
- "Level of schools' implementation of their developmental plans according to SDDP approved model".
 - "Level of directorates' implementation of their developmental plans according to SDDP approved model".
 - "Degree of efficiency of school development plans' preparation from the view of school leaderships".
 - "Degree of efficiency of school development plans' preparation from the view of educational leaderships in the directorates from the view of directorates' development teams".
 - "Percentage of schools' development plans that meet the quality standards".
 - "Percentage of directorates' development plans that meet the quality standards".
- 6) The indicators that did not achieve the target were:
- "Degree of efficiency of educational councils for school clusters".
 - "Degree of efficiency of educational development councils at the level of education directorates".
 - "Degree of teachers' satisfaction with the quality of support provided by the education directorates to achieve the objectives of school development plans".
 - "Degree of satisfaction of education directorates' staff with the quality of support provided by the Ministry Centre to achieve the objectives of the directorates' development plans".
 - "Degree of efficiency of the preparation of directorates' development plans from the view of educational leaderships at education directorates from the view of educational supervisors".
- 7) The communication strategy and its executive plan were set and approved by the Planning Committee at the Ministry of Education.

Among the obstacles and difficulties facing the implementation of the SDDP were:

- Instability of educational leaderships and technical staff.
- The attitude of resisting change and the lack of enthusiasm and motivation or follow up from stakeholders involved in the program implementation.
- Inconvenience of school physical environment (rented buildings, double-shift schools, overcrowded classes....etc.
- The high teachers' classes load especially those who are members in the school development teams.
- The delay in disseminating grants to concerned directorates managed by the Ministry.
- Insufficiency of financial grants provided by the School and Directorate Development Program to carry out schools and directorates" plans.
- Complicated procedures in receiving schools' material and in-kind donations.
- The lack of efficiency of the educational development councils in the directorates and the educational councils in the school clusters.
- Weak educational support and ineffective methodologies applied in preparation of developmental and procedural plans.
- Poor participation of the local community.
- Some stakeholders are not fully aware of their roles and responsibilities.
- The educational supervisors do not perform an effective role in providing sustainable supporting and counseling in addition to building up capacities to enhance school performance development.

4. Major recommendations:

- Creating sustainable mechanism to support education directorates and schools to carry out their developmental plans. This includes financial and technical support besides training and building up capacities.
- Setting up a strategic and procedural policy system to ensure the institutionalization and sustainability of the program.
- Establishing a mechanism that guarantees the utilization of the information resulting from the program implementation and its monitoring and evaluation reports in designing the Ministry's plans and policies.
- Carrying out awareness campaigns to help stakeholders realize their roles and responsibilities towards the program at all levels.
- Activating mechanisms of stakeholders' professional accountability regarding in the program implementations at all administrative levels in the Ministry.

1. Introduction

The Ministry of Education is currently implementing ERfKE project which involves two phases: the first (ERfKE I) was launched in 2003 to 2009 while the second phase (ERfKE II) was started in 2009 up to 2015. The School and Directorate Development Program (SDDP) represents the first component of ERfKE II which consists of five components:

Component 1: Establishing a school-based national development system- SDDP.

Component 2: Monitoring and evaluation and institutional development.

Component 3: Learning/teaching Development.

Component 4: Development of special programs (Early childhood, vocational education and special education).

Component 5: Improvement of physical teaching environment.

These components collectively achieve ERfKE II developmental objective which aims to "help students in the pre tertiary (pre-university) education in Jordan acquire high standard skills and empower them to play an active role in the knowledge economy".

The first component aims to:

- 1- Improving school efficiency by building up the concept of self -initiating to achieve development with the local community participation.
- 2- Promoting directorate efficiency to enable it to achieve its goals and perform its task and role in supporting and upgrading school capacities.

The SDDP seeks to translate the vision of education national strategy- which emphasizes the need to promote a culture of experimentation and innovation and responsiveness to the needs of the local community in all aspects of the educational system- into developmental practices that empower the school to involve the local community and students in formulating its development plans. The education national strategy stresses that the major element in the educational system is the school where the main educational leader is the school principal.

According to the SDDP executive plan which was prepared during the first phase of the education reform project (ERfKE I)² the project implementation methodology is applied into different phases. So, the education directorates in the Kingdom were divided into six groups to implement the program in sequential phases, to build-up capacities that will help to implement and sustain the SDDP. The Ministry aims to disseminate the program implementation to all schools and directorates throughout the Kingdom by the end of the school year 2014/2015.

The SDDP implementation during the second phase continues over five years to resume what has been achieved in the first phase which started in 2006 and involved 7 directorates including 824 schools (the first group). In April 2011 the program was implemented in 4 directorates including 245 schools (the second group) and in September 2011 the program was applied in 6 directorates including 503 schools (the third group). In April 2012, the program was applied in 6 directorates including 506 schools (the fourth group) and in April 2013 the program implementation covered 5 new directorates including 540 schools (the fifth group). The sixth and last group covered 14 directorates (the sixth group) will be included in the program in 2014³.

² Education directorates in the first group are: Al Jeezeh, Muwagar, Jerash, North-Eastern Badia , North-Western Badia and South Ghor. The second group comprises education directorates in : Bani obeid, North Mazar, Madaba and South Mazar. The third group comprises: Marka, Ramtha, Ein Al Basha, South Badia, Al qasr and Fussaifeh. The education directorates in the fourth group are: Petra, Tafeeleh, Taibeh, Al wasatiyah, Ajloun, Qweismeh and Salt. The fifth group includes: Qasabat Irbid, Zerqa first, Qasabat Amman, Ma'an and Shobak

³ SDDP resumes what has been launched by ERfKE I in Jordan.

The SDDP was launched in the second half of 2009 to establish a school-based national development system that translates the following principals and concepts included in ERfKE project into realistic practices:

- The school as a fundamental factor in the learning/teaching development process.
- The student being the ultimate target of the learning/teaching development process.
- School principals and teachers being planners rather than implementers.
- Educational supervisors being facilitators and supports for teachers (inspiring trainers) rather than (tough inspectors).
- Parents and the local community being partners in the decision making process and identifying needs and priorities.
- The education directorates being the liaison between the schools and the educational councils in their school clusters and the Ministry of Education.

ERfKE project and SDDP aim to establish quality principles relating to the future of education in Jordan such as:

- Education (based on interaction) rather than teaching (instructional method).
- Start professional development from the bottom level to the top level.
- Empowerment.
- Decentralization.
- Transferring knowledge
- Community participation.
- Gender (taking into account gender issues when analyzing and designing policies and programs relating to the development of the teaching process).

According to SDDP, the development phase in each school is launched by conducting self-review process using a national Jordanian self-assessment tool, including all school staff as participants. Students, parents and the local community are considered inputs in this evaluation process, and depending on the outputs of this process every school prepares its own development plan including its priorities and future steps to be taken to achieve goals and follow-up their progress.

Hence, SDDP provides planning consistent methodology applied by schools and education directorates to depict strengths and weaknesses areas and identify their priorities and empower them in designing their plans, following up their implementation and reporting on the progress of work and achievements. The program methodology also works systematically to engage the local community and strengthen its links with schools to support continuous improvement of schools' performance. Moreover, the results of the needs' analysis carried out by schools during the development plans' preparation help the education directorates to design their plans to support these schools. Educational supervisors specifically play a vital role in supporting schools to achieve their development plans' goals.

Major efforts exerted in the SDDP are focused on providing initial training and ongoing support to empower teachers and principals and develop their skills and attitudes to achieve active involvement in the school development and ensure its success. One of the main priorities in this area is to provide training and direct support at the school level, according to a methodology that promotes effective learning networks. The program emphasizes the vital role of school principals in leadership, empowerment and motivation to move forward in the process of school improvement and development.

The responsibility of following up SDDP implementation at the Ministry Centre lies on the Managing Directorate of Educational Training Centre, the Managing Directorate of Planning and Educational Research in addition to the DCU.

The Managing Directorate of Educational Training Center adopts a capacity building methodology applied by trainers at the Ministry to promote capacity and professional development of the of all supervisors and heads of divisions in all education directorates, as well as all school principals and assistants according to SDDP requirements. Such training will enable them to build up their school and directorate developmental plans that are based on the achieved results, gender-sensitivity and the local community participation in all governorates all over the Kingdom.

The Managing Directorate of Planning and Educational Research exerts efforts to create a supportive environment for development policies and legislations to guarantee SDDP sustainability as it represents an integral part of the Ministry's activities and a key basis for development planning in schools as well as in education directorates. Depending on the SDDP monitoring and evaluation framework, this Managing Directorate collects evidences and measures the extent of the program goals' achievement and thus prepares the monitoring and evaluation report. Over time, this process provides required data and information for the decision-makers to ensure continuous development of the SDDP methodology at various levels.

The SDDP experience revealed that it is imperative to review educational policies and procedures applied by the Ministry to ensure the SDDP institutionalization and sustainability. For this purpose, the Ministry formed a committee in September 2011 comprising members from the Managing Directorate of Planning and Educational Research and the Managing Directorate of Educational Training Center in collaboration with the SDDP members / the Canadian International Development Agency (CIDA), to identify SDDP supportive policies as clarified in of the educational policy general framework document for 2010 as well as required procedural policies to be introduced or modified.

After concluding its comprehensive review, the committee found out that the educational policy general framework document prepared by the committee in 2010 included supportive educational policies for SDDP, and reported that the approval of these policies will lead accordingly to the institutionalization and sustainability of the program.

Specialized staff members of the technical team of the program and at the Ministry and SDDP members in cooperation with an expert from CIDA conducted a review and development of the training program on the issue of leadership to ensure the utmost benefit of the program.

By the end of the scholastic year 2014/2015, SDDP aims to achieve the following outcomes on the medium term:

- Outcome 1: Increasing the active participation of the local community, the education directorates and the Ministry Centre in the school development processes.
- Outcome 2: Institutionalization of an effective school-based development system which provides students with a high quality education which seeks to build up their abilities, skills and attitudes towards the knowledge-based economy.

In order to achieve the long and medium-term outcomes, the program will achieve the following direct results:

- Result 1.1: A consistent development approach based on the needs and gender - sensitivity to be applied at the school, directorate and the Ministry levels with active partnership with the local community (Capacity building and development).
- Result 1.2: Approval of responsive system policies to the needs of schools and education directorates and relevant to developmental plans and accountability mechanisms have been adopted (Accountability).
- Result 1.3: High level of sustainable financial support provided by the Ministry to schools and education directorates for the implementation of their developmental plans (Availability of financial resources to support development processes.)

The next consistent activities will achieve the following ten outputs:

- Output (1.1.1): Establishing a communication strategy for SDDP.
- Output (1.1.2): Training the communication team at the Ministry Centre, the heads of Media divisions at the education directorates and the members of the educational councils on strategic communication strategies and the media and public relations' management with the partners.
- Output (1.1.3): A staff at the school and directorate level trained on school development planning and implementation based on the results and gender – sensitivity with active partnership with the local community.
- Output (1.1.4): A staff at the directorate level trained on school development planning and implementation, based on results and gender – sensitivity with active partnership with the local community.
- Output (1.1.5): Concluding a comprehensive review of the SDDP based on participatory methodology.
- Output (1.1.6): Training the staff at the school, directorate and Ministry Centre levels on gender mainstreaming in daily activities.
- Output (2.1.1): Establishing a result-based and gender-sensitive SDDP monitoring and evaluation framework.
- Output (2.1.2): Setting up planning correlated institutionalization policies at the school, directorate and Ministry Centre levels.
- Output (2.2.2): Approving a financing mechanism to provide grants for schools and education directorates to implement their developmental plans.

This is the second monitoring and evaluation report of the SDDP prepared by the Division of Monitoring and Evaluation in the Managing Directorate of Planning and Educational Research and based on the monitoring and evaluation framework set up by the M&E Division in cooperation with the Managing Directorate of Educational Training Center, as the report includes the achievements of the program since the beginning of its implementation in 2009.

The M&E Division will update the M&E framework of the SDDP in light of the developments made on the program plan, especially concerning the establishment of House of experience.

2. Achievements

2.1 Data collection and preparation of the second report:

The tools of data collection were identified in line with the SDDP⁴ M&E framework using rubric scale, questionnaires and interview protocols relating to 11 indicators besides field work through coordination with directorates at the Ministry centre and in the education directorates, especially for quantity indicators.

All M&E coordinators at the education directorates were trained on "result-based management" as 20 new coordinators were trained over three days (5-7 March) at an average of (15 training hours). The previous coordinators (22) were trained over two days (12-13 March) 2013 at an average of (10 training hours). The training workshop focused on concepts relating to result-based management, M&E rules and the performance follow up draft which will be the base of data collection process. The quality indicators' data collection tools were also included in the training which was delivered by the Head of M&E Division in support of the SDDP.

M&E Division members collected data from the education directorates concerned with SDDP (during 16 -29 April) over three stages (16-17 April, 22-23 April and 28-29 April). The coordinators

⁴ SDDP monitoring and evaluation framework was set with support from CIDA through the SDDP during 2012.

were divided into groups , each comprises two members and they were assigned to collect data from close education directorates to their work location. The data collection took two days, one for school clusters and the second for the education directorates.

Random samples were selected from each education directorate including two school clusters, and three schools were chosen from every cluster (so the total will be six schools divided equally between the males and females). 10% of school developmental plans were collected (at least 8 plans from each education directorate) so 23 plans were gathered. Members from the M&E Division informed the M&E coordinator of the details of the samples by e-mail four days prior to the data collection process from the education directorate.

Among the various approaches used in the data collection was the focus discussion groups including (school developments teams, the directorate development teams , educational councils and educational supervisors of school clusters .Moreover, this includes examining documents and registers relating to the program(samples of school and directorate development plans, monthly achievement reports of activities approved by these plans, minutes of meetings made by educational councils of the school clusters and directorate educational development councils and a letter of the formation of the directorate educational development council).

The process of data collection was concluded according to the following schedule:

- 2-3 April: Data collection from the pilot education directorate- Marka /Amman capital.
- 7-8 April: A meeting held by the team that tried data collection tools to review these tools and make necessary adjustments based on the pilot directorate experience.
- 14 April: Holding a workshop for all M&E coordinators on data collection tools for the team which is responsible for data collection.
- 16-29 April collecting data from concerned directorates.
- 1 May: workshop held for key coordinators to discuss the process and mechanism of data collection and lessons learned.

After the completion of data collection, the M&E Division members analyzed the data using computerized software that was developed to be relevant with the rubric scale of quality indicators which include 5 levels (see appendix 1).

2.2 Results

(See appendix 2)

2.2.1 Medium-term results:

1.0 Enhancing active involvement of the local community, education directorates and the Ministry Centre in the school development processes.

Indicators:

- 1.1 Degree of schools' implementation of their developmental plans.
- 1.2 Degree of education directorates' implementation of their developmental plans.
- 1.3 Efficiency of educational councils formed with local community participation at the level of school clusters.
- 1.4 Efficiency of educational development councils formed at the education directorates.
- 1.5 Degree of satisfaction of school teachers and principals with the support level provided by education directorates to achieve objectives of school development plans.
- 1.6 Degree of satisfaction of education directorates' staff with the support level provided by the Ministry Centre to achieve objectives of education directorates' development plans.
- 1.7 Degree of communication strategy implementation of the SDDP.
- 1.8 Degree of satisfaction of MoE staff with communication at the Ministry Centre, education directorates, schools and the local community concerning the SDDP.

The review process of the education directorates' records for the SDDP revealed that until April 2013, (23) education directorates and (2078) schools applied their developmental plans, divided into four groups: (7) directorates and (814) schools in the first group, (4) directorates and (245) schools in the second group, (6) directorates and (503) school in the third group and (6) directorates and (506) schools in the fourth group.

1.1 Degree of school improvement plans' implementation :

The evaluation teams formed focus discussion sessions with a sample of six school development teams including from six different schools in addition to educational supervisors in 23 education directorates in order to identify the degree of school development plans' implementation.

The school development teams were asked to present some specific activities of implemented developmental plans' and identify enabling the factors and challenges. Moreover, the achievements records were checked and the evaluators estimated the total achievement ratio by comparing the completion rate with the size of carried out activities. The educational supervisors provided their estimates of their school development plans since they are implemented according to a certain schedule, in addition to identifying the enabling factors and challenges.

Table (1) shows the level for school development plans' implementation by the school development team and table (2) shows the level for school development plans' implementation by supervisors. However, table (3) shows the results in details and table (4) show the percentage of school development plans' implementation, achieving the target value.

Table (1): Degree of school development plans' implementation, by the level of implementation-School development team

Indicator 1.1 Degree of implementation of school development plans					
Standards	Level 1	Level 2	Level 3	Level 4	Level 5
Percentage of measures/activities to be implemented according to the plan	%20-0	%40-21	%60-41	%80-61 ☒	%100-81

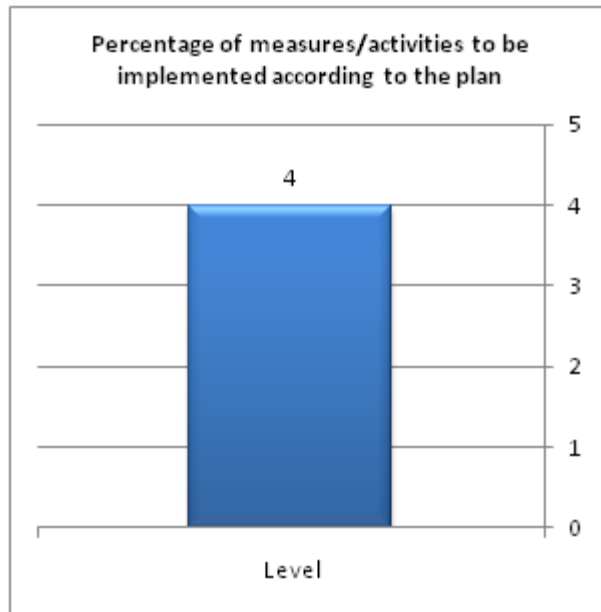


Table (2): Degree of school development plans' implementation, by the level of implementation- Educational supervisors

Indicator 1.1 Degree of implementation of school development plans					
Standards	Level 1	Level 2	Level 3	Level 4	Level 5
Percentage of measures/activities to be implemented according to the plan	%20-0	%40-21	%60-41	%80-61 ☒	%100-81

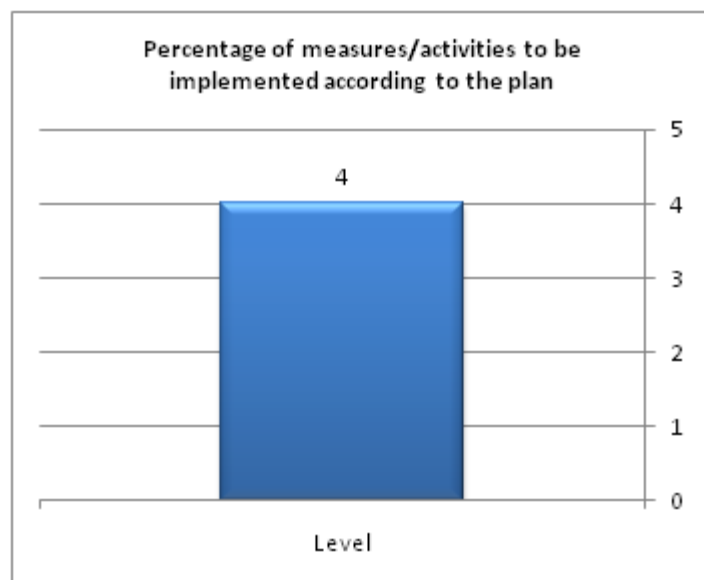
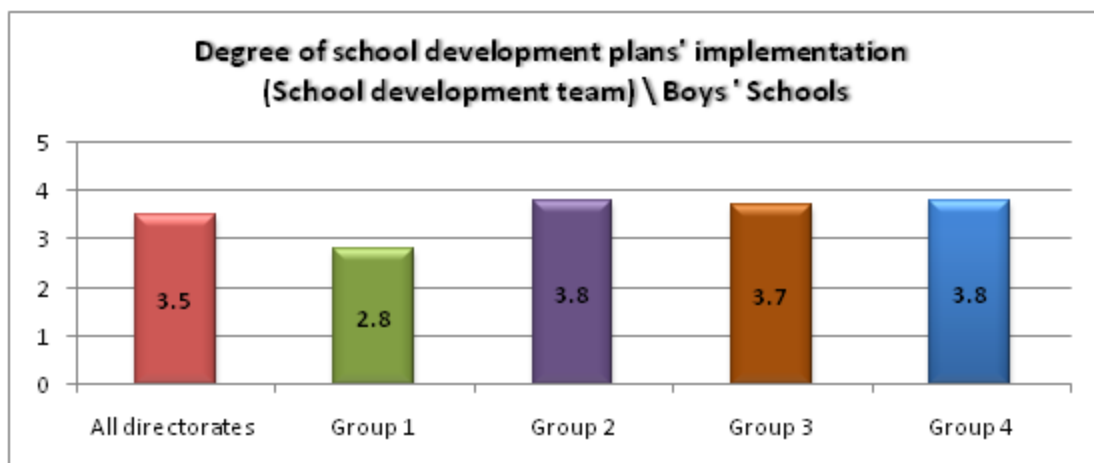
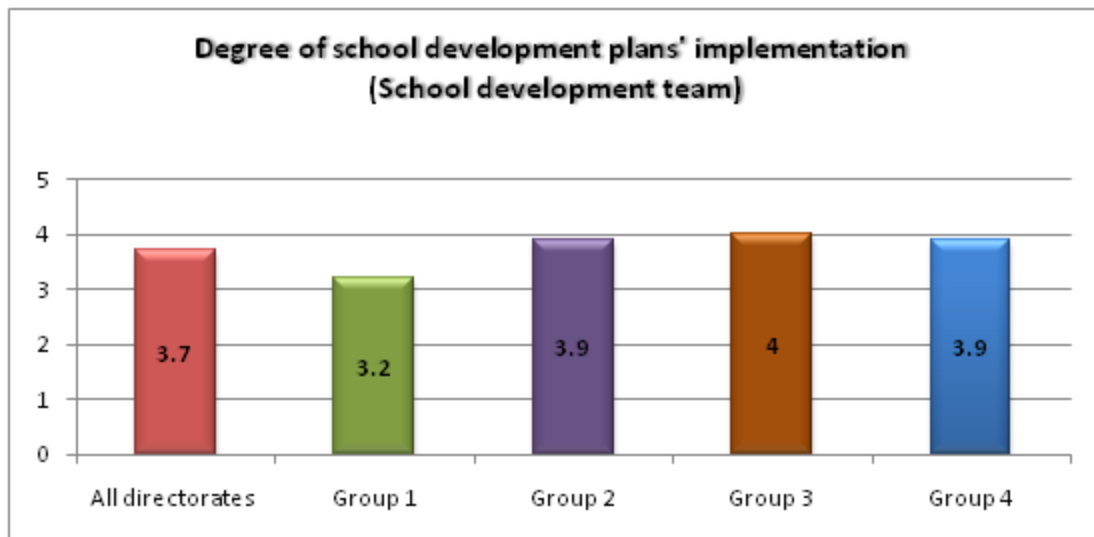
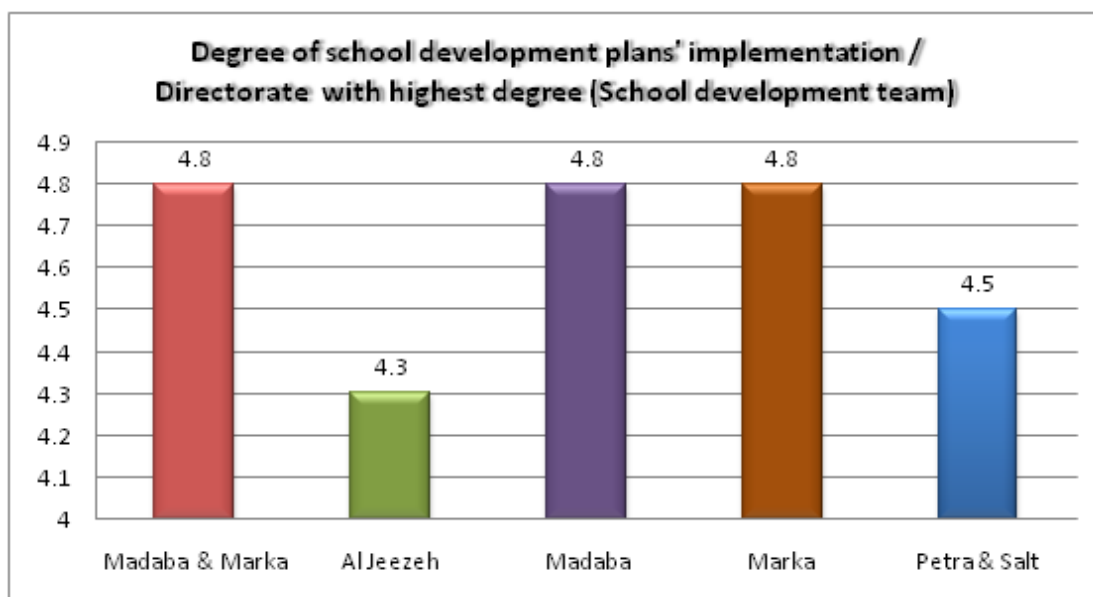
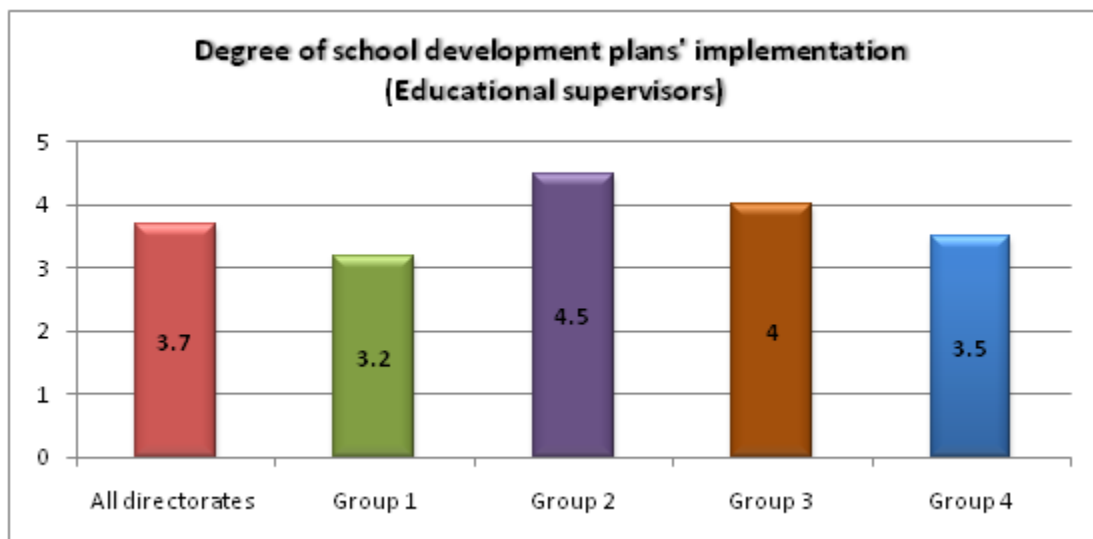
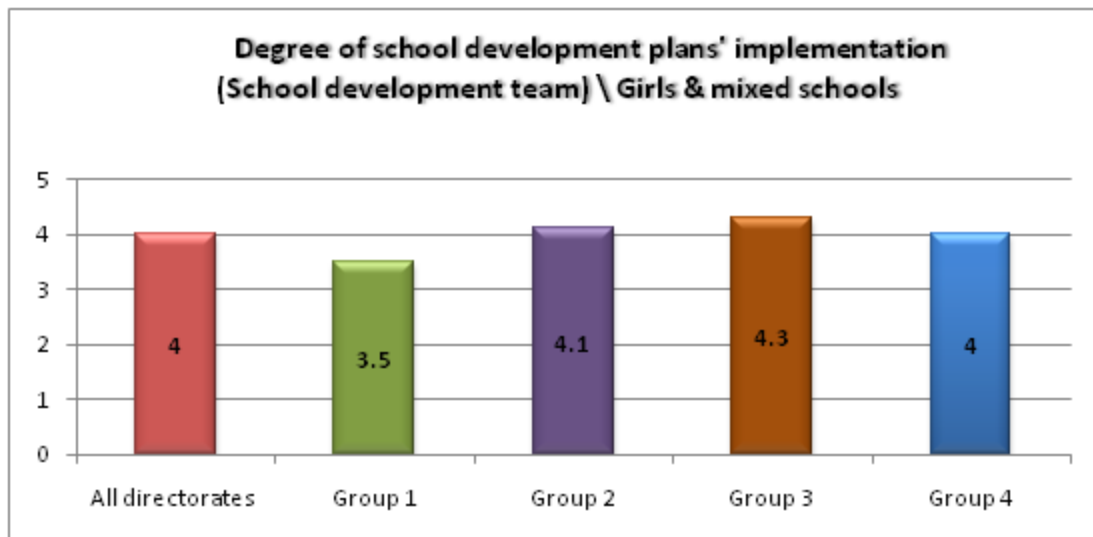


Table (3): Degree of school development plans' implementation, by directorates' groups, data source, school type (gender) and directorates recording the highest/the lowest degrees

Source of data	School development team							Educational supervisors
	Degree	Degree of male schools	Degree of female & mixed schools	Highest degree		Lowest degree		
				Directorate	Degree	directorate	Degree	
All directorates	3.7	3.5	4.0	Madaba & Marka	4.8	North-western Badia	1.8	3.7
Group 1	3.2	2.8	3.5	Al Jeezeh	4.3	North-western Badia	1.8	3.2
Group 2	3.9	3.8	4.1	Madaba	4.8	Bani Obeid	3.3	4.5
Group 3	4.0	3.7	4.3	Marka	4.8	South Badia	2.7	4.0
Group 4	3.9	3.8	4.0	Petra & Salt	4.5	Ajloun	3.0	3.5





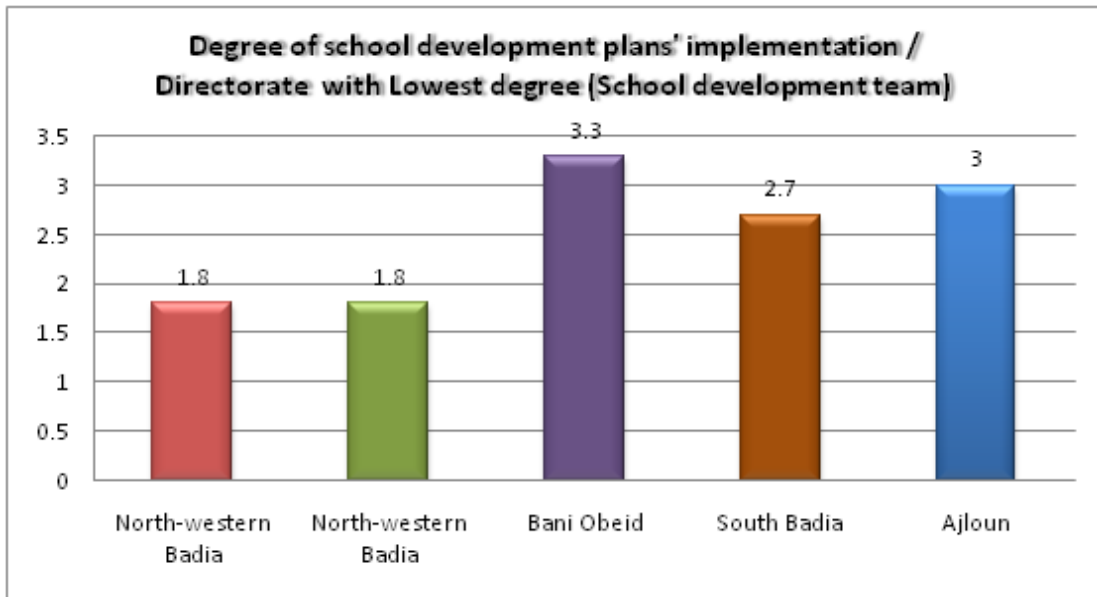
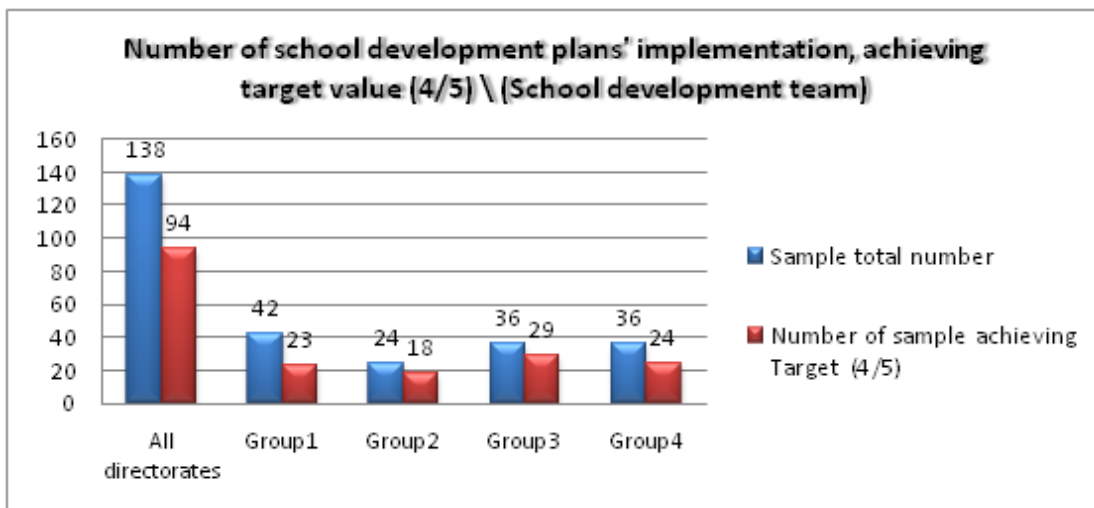
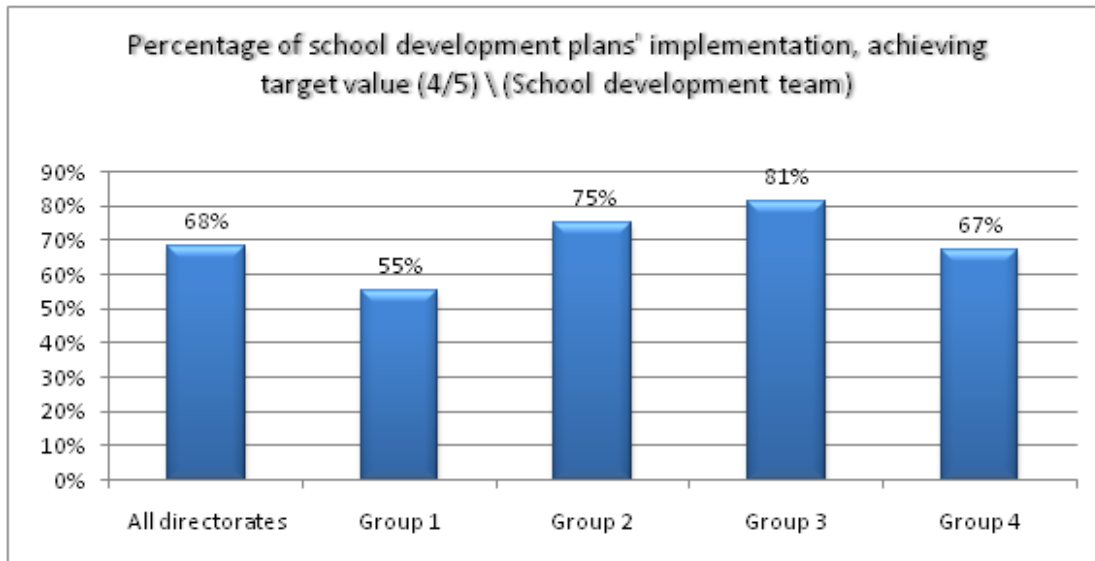


Table (4): Percentage of school development plans' implementation, achieving target value (4/5) by source of data

Source of data	School development team		
	Sample total number	Number of sample achieving Target 4/5	Percentage
All directorates	138	94	%68
Group 1	42	23	%55
Group 2	24	18	%75
Group 3	36	29	%81
Group 4	36	24	%67





From table (3) we notice that the total implementation degree amounted to (3.7) which is less than the target (4.0/5.0), and that the education directorates of the second, third and fourth groups achieved the highest degree which was close to the target (4.0). But, the education directorates of the first group achieved the lowest degree which reached 3.2. It was also found that the implementation degree of the female and mixed schools for was higher than the rate of the males' implementation degree as it was 4.0 for the female and mixed schools compared to 3.5 for the males' schools.

The education directorates in Madaba and Marka recorded higher implementation rates compared to the directorate of the North-Western Badia, which has achieved the lowest ratios.

Among the enabling factors leading to successful implementation of the development plans are: the educational support, motivation, cooperative teamwork in schools, the applied planning methodology that builds up responsive developmental plans to schools' actual needs. The second, third and the fourth groups pointed out to the support of the Canadian grant provided by the SDDP to empower them to implement their development plans' activities. The percentage of school development plans that have achieved the target value was (67%), as explained in table (4).

Concerning the challenges, the complicated procedures applied in organizing the process of offering gifts, donations (cash and in-kind assistance) hinder the implementation of school development plans. In addition, there are other obstacles including: the instability of educational supervisors, school principals and teachers in their locations, poor staff capacity in some schools, delay of payment of financial grants provided by the Ministry to the education directorates of the first group, the lack of follow-up by stakeholders in the education directorates and the inefficiency of the educational councils in the school clusters.

To address these challenges, some of the interviewed stakeholders recommended that it is imperative to involve all school development team members in the training program of SDDP. It was also recommended to institutionalize the new role of the educational supervisors as they are key factors for the sustainability of the program, in addition to devolution of authorities to school principals, especially with regard to funding management and collecting school donations. Education directorates represented by educational support make periodic follow-up of the schools' achievements in their development plans' implementation and provide necessary awareness and technical support.

1.2 Degree of the directorates' development Plans implementation

The evaluation teams organized focus discussion groups with all development teams in every education directorate of the 23 directorates, in order to identify the level of their development plans' implementation.

The school development teams were asked to present some specific activities of implemented developmental plans' and identify enabling the factors and challenges. Moreover, the achievements records were checked and the evaluators estimated the total achievement ratio by comparing the completion rate with the planned activities.

Table (5) shows the level of the directorates' development plans implementation by the directorate development teams, while Table (6) shows the results in details.

Table (5): Degree of directorate development plans' implementation- Directorate development team

Indicator 1.2 : Degree of implementation of directorates' development plans					
Standards	Level 1	Level 2	Level 3	Level 4	Level 5
Percentage of measures/activities to be implemented according to the plan	%20-0	%40-21	%60-41	%80-61 ☒	%100-81



Table (6): Degree of the education directorates' development plans implementation, by directorates' groups, source of data and directorates recording the highest/the lowest degrees

Source of Data	Directorate development team				
	Degree	Directorate recording highest degree		Directorate recording lowest degree	
		Directorate	Degree	Directorate	Degree
All directorates	3.6	Madaba, Bani Obeid, Ein Al Basha, Russaifah and Petra	5.0	North-Eastern Badia, Al Jeezeh	2.0
Group 1	3.1	South Ghor	4.0	North-Eastern Badia, Al Jeezeh	2.0
Group 2	4.3	Madaba	5.0	North Mazar	3.0
Group 3	3.8	Ein Al Basha, Russaifah	5.0	Marka, Southern Badia	3.0
Group 4	3.5	Petra	5.0	Tafeeleh, Al Taibah, Ajloun, Qweismeh	3.0

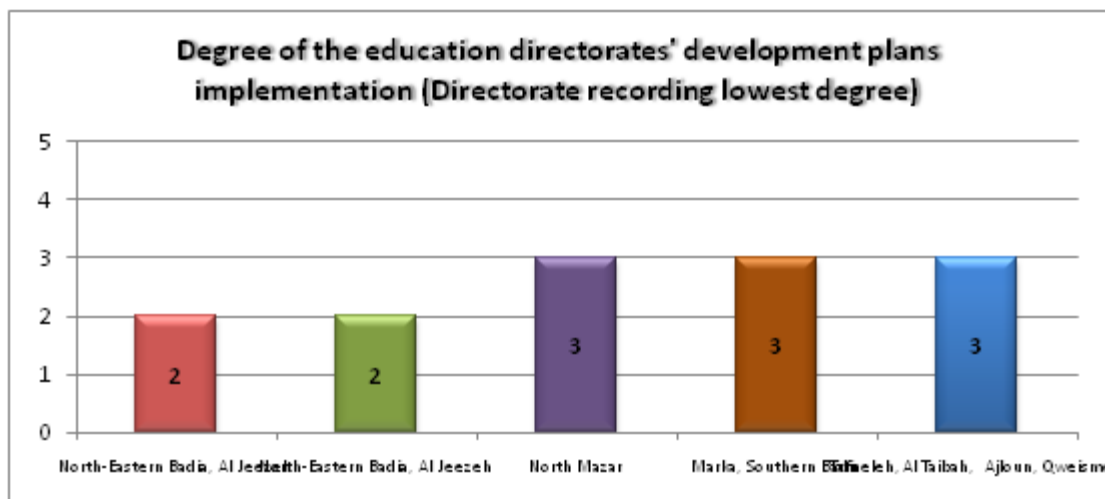
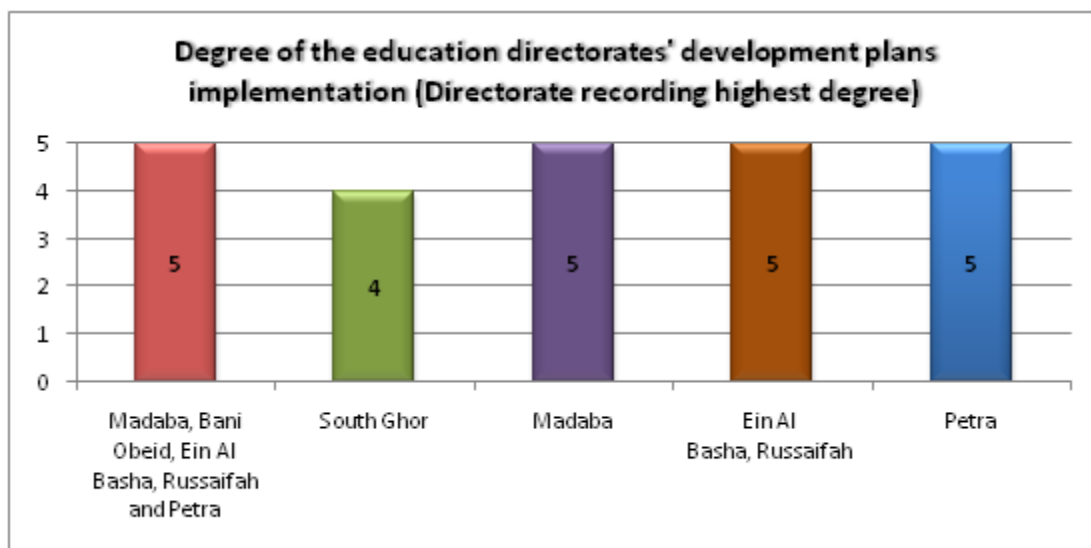
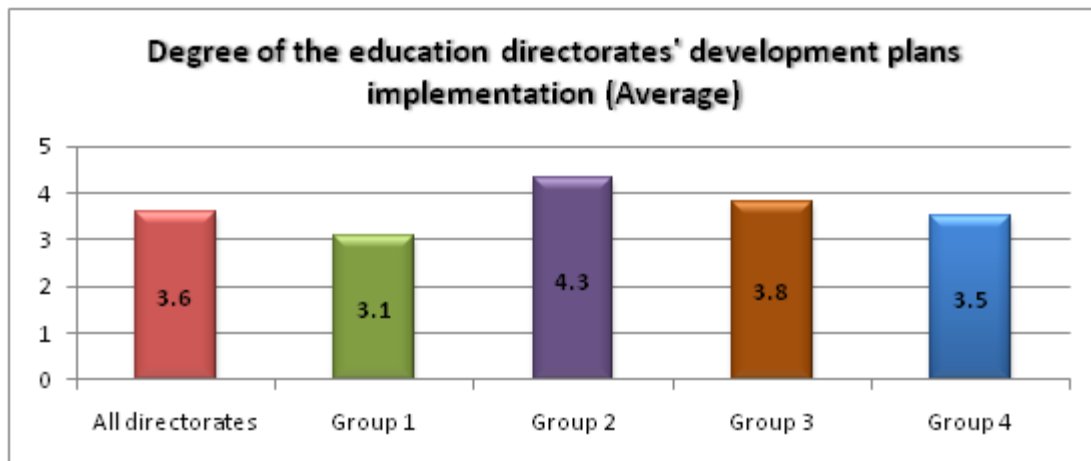
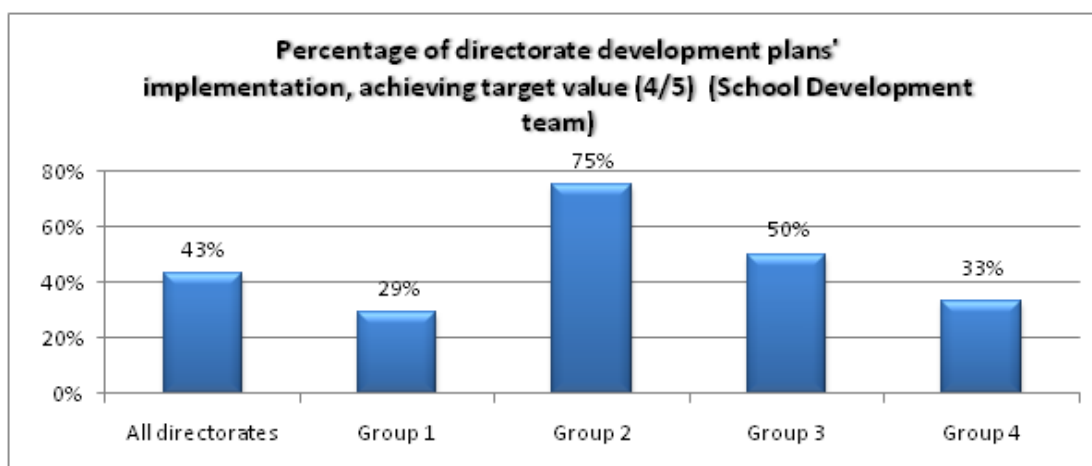
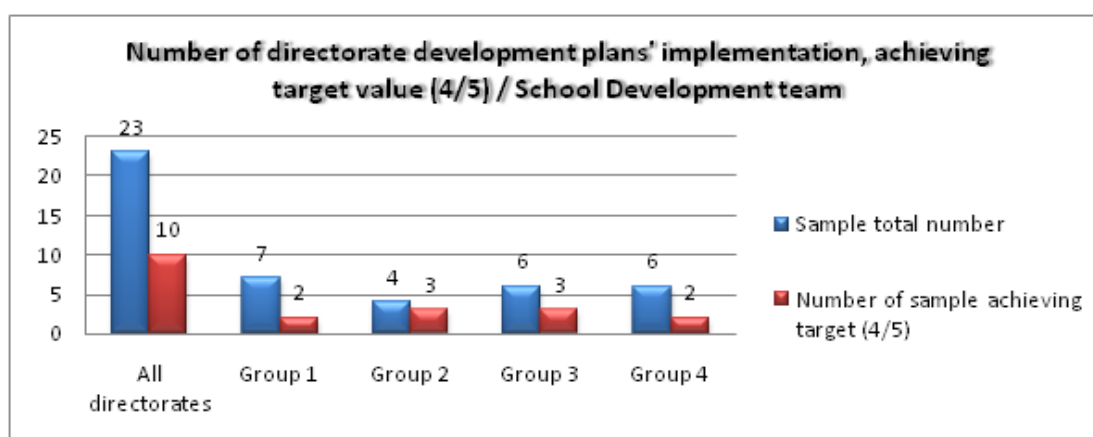


Table (7): Percentage of directorate development plans' implementation, achieving target value (4/5)

Source of data	School Development team		
	Sample total number	Number of sample achieving target 4/5	Percentage
All directorates	23	10	%43
Group 1	7	2	%29
Group 2	4	3	%75
Group 3	6	3	%50
Group 4	6	2	%33



The results in table (6) reveal that the overall implementation degree which was (3.6) was lower than of the target degree (4.0/5.0) as identified by the rubric scale of this indicator. Comparing between the education directorates' groups, we find that the first group had the lowest implementation degree of (3.1); while the second group achieved the highest degree of that amounted to (4.0). In addition there was a clear disparity between districts in the implementation degree. Regarding the percentage of the directorates' development plans' implementation which achieved the target value, this percentage was (43%), as shown in table (7).

The directorate development teams stressed the importance of implementing the planning methodology adopted by SDDP which is responsive to the actual needs that are identified in a

participatory approach. They also emphasized on the methodology's role in plans' successful implementation besides the importance of the financial grant provided by the Canadian International Development Agency (CIDA).

The directorates' development teams clarified that the difficulties which limit their directorates' capacities towards the full implementation of their plans are due to centralization that is a characteristic of applied administrative structure of the educational system. For example, the education directorates are unable to implement professional development programs which require provision of financial allocations without prior approval from the Ministry,

Moreover, there was a lack of clarity regarding the roles and responsibilities among many involved stakeholders in SDDP in addition to the passive attitude towards change and lack of enthusiasm among some education directors towards the program. There is also a lack of follow up from the Ministry Centre to monitor the implementation of the program in the education directorates in addition to the delay in disbursement of approved financial grants for the first group directorates.

1.3 Degree of efficiency of the educational councils at the level of school clusters

The educational development council is formed for every group of contiguous schools to create an appropriate social learning environment necessary for the growth of the student's personality in the fields of knowledge and values through:

1. Upgrading the degree of communication between the school, the family and parents and the community to achieve mutual benefit.
2. Establishing a genuine partnership between the schools participating in the educational councils.

The membership of educational councils comprises members from the local community, school principals, parents and students as well as educational supervision coordinators in the school cluster.

Among the tasks entrusted to the educational council are: Examining development plans for schools participating in the council, concluding necessary recommendations, and examining students' semester and annual learning achievement results, providing material and in-kind support to schools and working to solve educational problems in the region through cooperation and exchange of ideas and views.

A representative sample consisting of two councils in each education directorate was selected in order to identify the degree of efficiency of school clusters' development councils. Table (8) shows the degree of educational councils' efficiency at the level of school clusters by the standard level, while table (9) shows the results in details.

Table (8): Degree of efficiency of educational councils to school clusters by standard level

Indicator 1.3: Degree of efficiency of educational councils to school clusters with community participation					
Standards	Level 1	Level 2	Level 3	Level 4	Level 5
Council formation	Members are not nominated	Members were nominated but not all schools were represented	All school clusters represented, no school principal, no student representing each school available	Meets all membership conditions, but no balance concerning gender	Meets all membership conditions(headed by a local community member, and parents correlating with number of schools, principals and students(males & females) and showing balance in gender-sensitivity
They realize their roles and responsibilities	Roles and responsibilities are clear for all members	Roles and responsibilities are clear only for the chairman of the council and school principals	Roles and responsibilities are clear only for the chairman of the council , school principals and parents' representatives	Roles and responsibilities are clear for all members	Roles and responsibilities are clear for all members and there is evidence of this
They hold at least three meetings during the scholastic year	No meetings were held	Only one meeting was held during the scholastic year(compared with the planned meetings for the year)	Two meetings were held during the scholastic year(compared with the planned meetings until this time of the year)	Three meetings were held during the scholastic year(compared with the planned meetings until this time of the year)	<ul style="list-style-type: none"> - Three meetings were held during the scholastic year besides other meetings when necessary - A meeting was held before the beginning of the year to discuss plans and support activities - A meeting was held at the beginning of the second semester - A meeting was held at the end of the second semester to discuss achievement reports
They take decisions	No available evidence of taking decisions	No decisions were taken on most issues discussed during the meetings	Decisions were taken on more than half of issues discussed during the meetings	Decisions were taken on most issues discussed during the meetings	Decisions were taken on all issues discussed during the meetings
They carry out decisions	No available evidence of carrying out decisions	Most decisions were not carried out	More than half of the decisions was carried out	Most decisions were carried out	All decisions were carried out

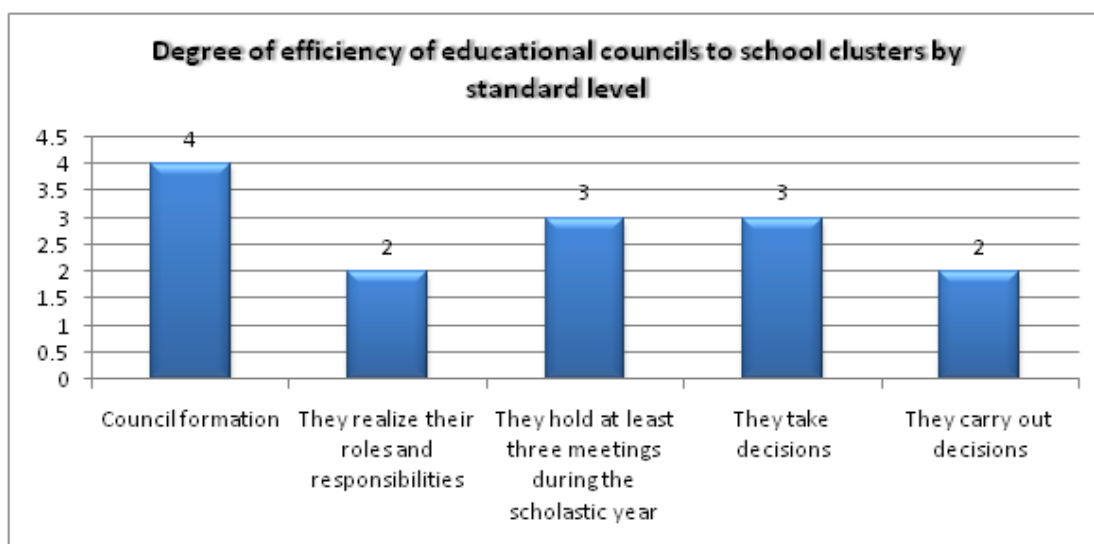
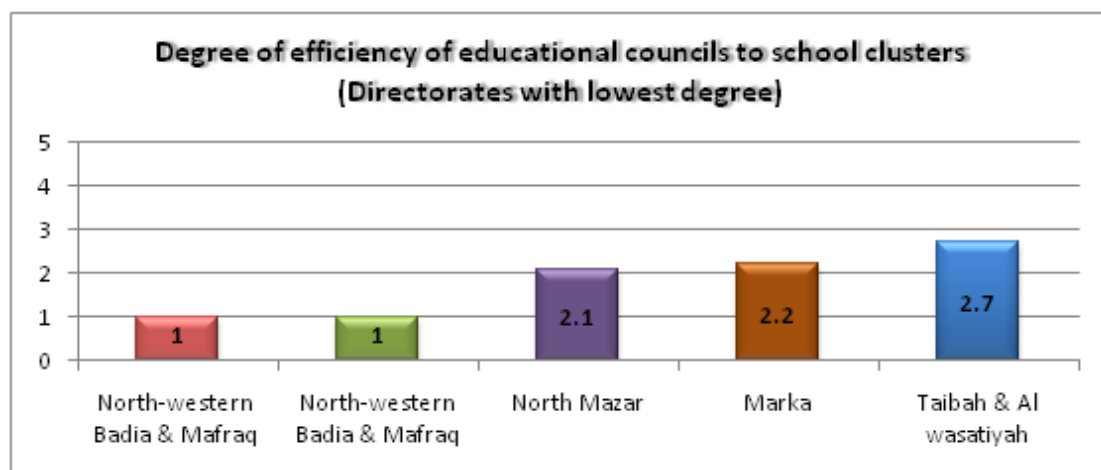
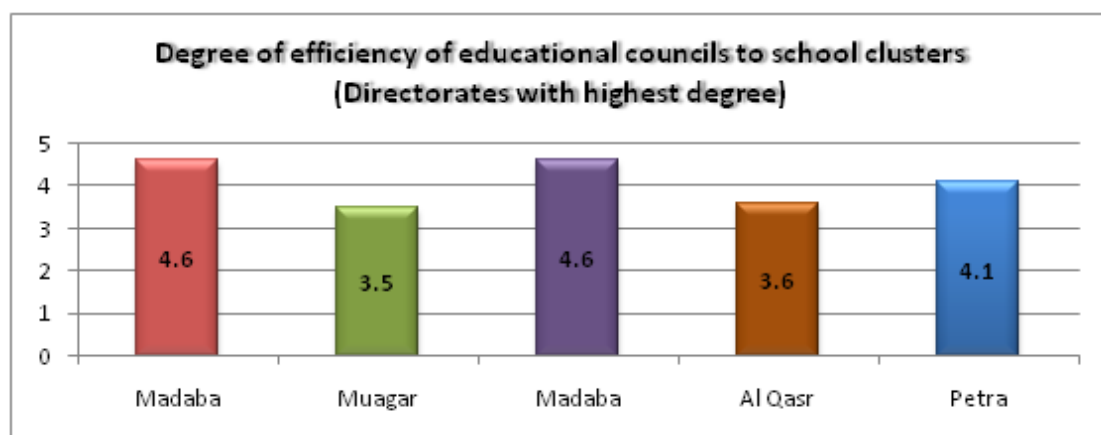
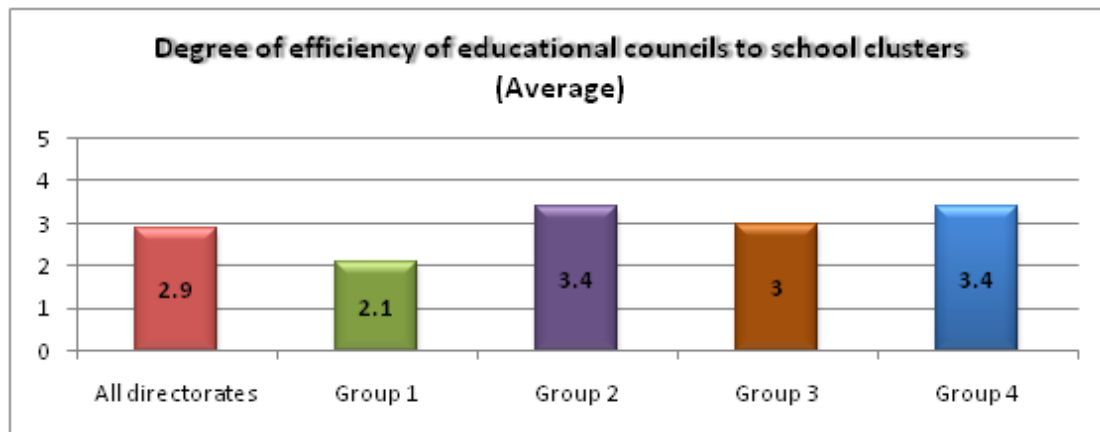


Table (9): Degree of efficiency of educational councils to school clusters, by directorates' groups, overall degree, directorates recording the highest/the lowest degrees and highest/lowest standard

Source of data	Educational councils efficiency to school clusters								
	Degree	Directorates with highest degree		Directorates with lowest degree		Standard with highest degree		Standard with lowest degree	
		Directorate	Degree	Directorate	Degree	Standard	Degree	Standard	Degree
All directorates	2.9	Madaba	4.6	North-western Badia & Mafraq	1.0	Council formation	4.0	Carrying out decisions	2.2
Group 1	2.1	Muagar	3.5	North-western Badia & Mafraq	1.0	Council formation	3.1	Carrying out decisions	1.7
Group 2	3.4	Madaba	4.6	North Mazar	2.1	Holding meetings	4.0	Realizing roles and responsibilities	2.9
Group 3	3.0	Al Qasr	3.6	Marka	2.2	Council formation	4.3	Carrying out decisions	2.1
Group 4	3.4	Petra	4.1	Taibah & Al wasatiyah	2.7	Council formation	4.9	Realizing roles and responsibilities and Carrying out decisions	2.4



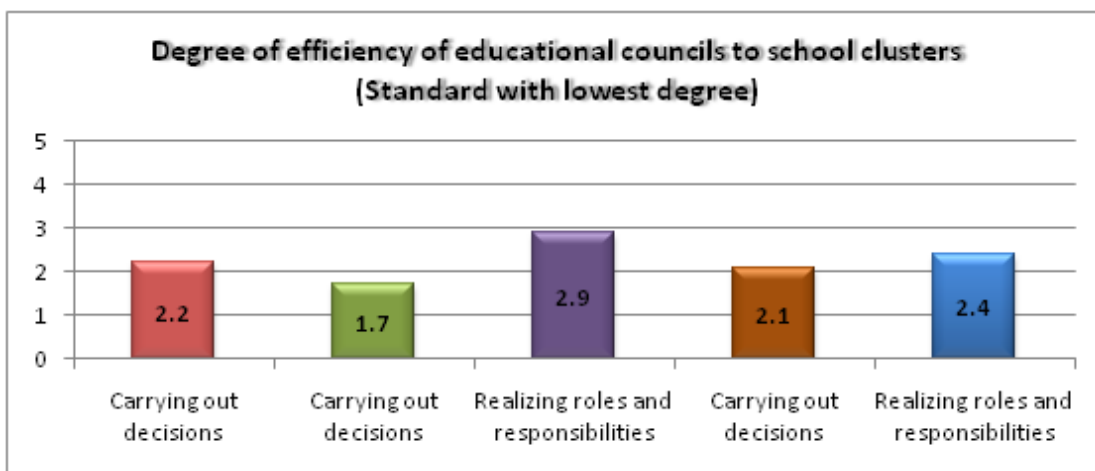
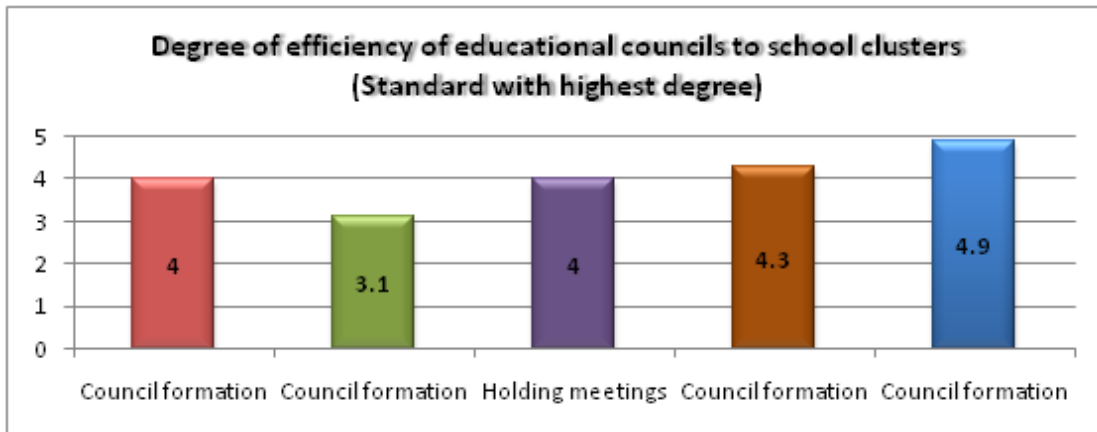


Table (10): Percentage of educational councils at the level of school clusters achieving target efficiency value (4/5)

Source of data	Educational councils		
	Sample total number	Number of sample achieving target (4/5)	Percentage
All directorates	46	8	%17
Group 1	14	1	%7
Group 2	8	3	%38
Group 3	12	2	%17
Group 4	12	2	%17

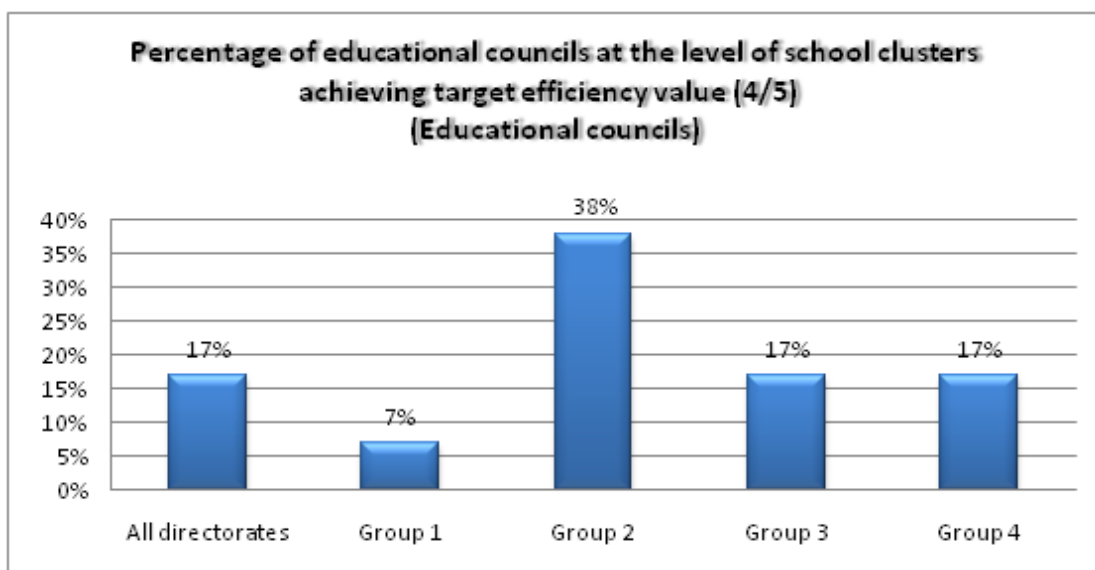
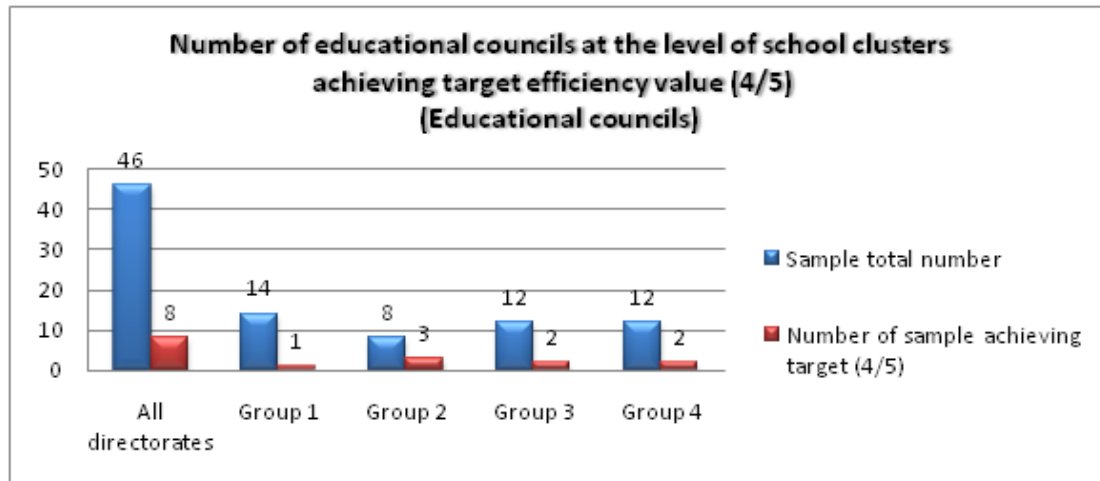


Table (9) shows that the efficiency degree was 2.9/5.0 which is lower than the target value (4.0/5.0). The standard "formation of the council" got the highest degree while the standard "carrying out decisions" got the lowest degree.

The percentage of educational councils at the level of school clusters that achieved the target efficiency value was 17% as shown in table (10).

Among the obstacles hindering the educational councils from performing their role actively, was the lack of legislations to organize their activities and enable them to work legally. In addition, the councils considered the complicated governmental procedures relating to receiving cash and in-kind school donations as an obstacle facing the provision of necessary support for schools.

Most of the educational councils meet the membership requirements; however they lack the active participation of students and balance regarding gender. Moreover, there was no adequate understanding of roles and responsibilities entrusted to educational councils.

Therefore, it is recommended to focus on the area of capacity building of educational councils' members, through training programs of SDDP, to clarify roles and responsibilities in addition to documenting the activities and achievements of these councils. .

The education directorates should restructure the educational councils of the inactive school clusters, taking into account abidance to the standards of members' willingness and competency. It

was also recommended not to appoint members on the basis of their career positions or social ranks and achieve balance in terms of gender mainstreaming.

1.4 The degree of effectiveness for development councils formed in MoE directorates

Through its counseling role, the development council provides support related to identifying the mutual needs for both directorates and schools along with support for implementing the directorate development plan. The council also enhances the mutual understanding for societal partnerships, educational development and exchanging expertise. The council membership includes heads of educational councils for schools belonging to the directorate (members of local community), education director, educational development team, an elected female and male student through student parliament councils and a societal partnership coordinator within the directorate.

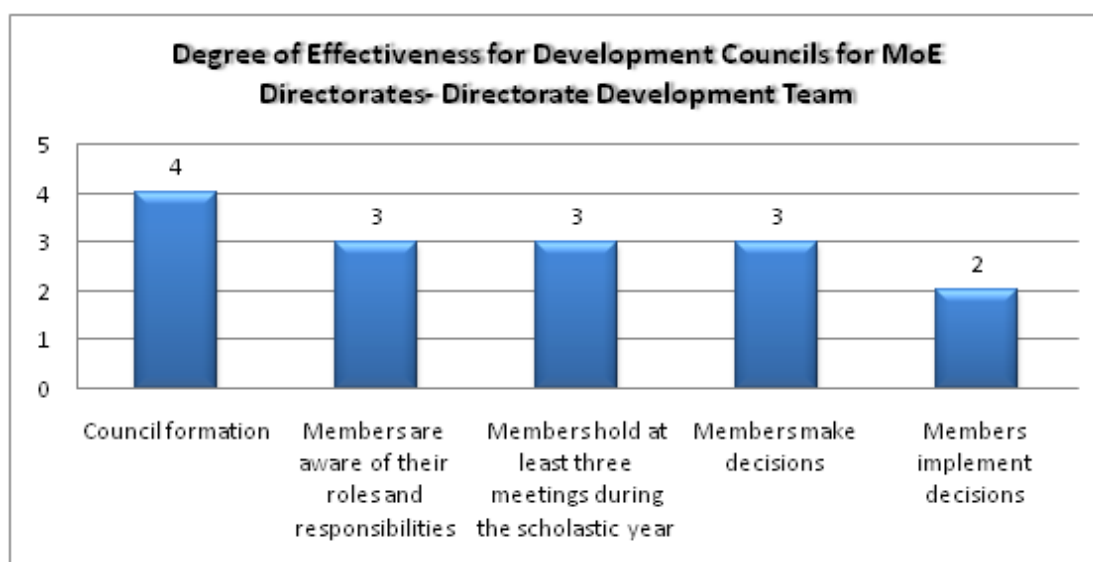
A meeting with educational development councils and their members was held whereby a verbal rating scale was applied for this particular indicator and results are below mentioned in table No.11

To recognize **the degree of effectiveness for educational development councils for MoE directorates**, a meeting was held with directorate team members and educational development council members, each separately, and a verbal rating scale was applied for this particular indicator. Table 11 shows the level of effectiveness for educational councils according to directorate development team. Table 12, on the other hand, clarifies the level of effectiveness for educational councils covering school clusters, according to educational councils members themselves. Results in details are shown in table 13. As for table 14, it presents the percentages of educational councils in which their level of effectiveness has met the target value.

Table (11): Degree of Effectiveness for Development Councils for MoE Directorates- Directorate Development Team

Indicator 1.4 : The degree of effectiveness for development councils formed in MoE directorates					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Council formation	No nomination for members	Nomination for members but still there is no representation for all educational councils for school clusters in the directorate.	All educational councils have representatives yet no local community member heads the council	All criteria of membership are met here but there is no gender balance of representation	All criteria of membership are met here (a local community member heads the educational council, educational councils members representing school clusters, education director and an elected female and male student representing students' councils).In addition, there is gender balance of representation .
Members are aware of their roles and responsibilities	Roles and responsibilities are not clear to members	Roles and responsibilities are clear to the heads of educational councils but not clear to education director.	Roles and responsibilities are clear to all council members	Roles and responsibilities are clear to all council members and there is evidence for members practicing their roles.	Roles and responsibilities are clear to all council members and there is evidence for members practicing their roles and performing more than required.

Members hold at least three meetings during the scholastic year	No meeting was held	Only one meeting was held during the scholastic year, (as per plan.)	Two meetings were held during the scholastic year (as per plan)	Three meetings were held during the scholastic year (as per plan)	Three meetings were held during the scholastic year and additional meetings were held as appropriate: <ul style="list-style-type: none"> - A meeting before the beginning of the first semester was held for the purpose of discussing plans and providing support for implementing activities. - A meeting at the beginning of the second semester was held. - A meeting at the end of the second semester was held to review performance reports.
Members make decisions	No evidence was shown on making decision	No decision was made regarding many issues discussed during meetings.	Decisions were made regarding issues (more than half of them) discussed during meetings.	Decisions were made related to majority of issues discussed during meetings.	Decisions were made regarding all issues discussed during meetings.
Members implement decisions	No evidence was shown on decision implementation	Majority of decisions were not implemented	Half of decisions made were implemented.	Most of decisions made were implemented	All decisions were implemented.



**Table (12): Degree of Effectiveness of Development Councils for MoE
Directorates-Educational Development Council**

Indicator 1.4 : Effectiveness level of Development Councils formed in MoE Directorates					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Council formation	No nomination for members	Nomination for members but still there is no representation for all educational councils for school clusters in the directorate.	All educational councils have representatives yet no local community member heads the council	All criteria of membership are met here but there is no gender balance of representation	All criteria of membership are met here (a local community member heads the educational council, educational councils members representing school clusters, education director and an elected female and male student representing students' councils).In addition, there is gender balance of representation .
Members are aware of their roles and responsibilities	Roles and responsibilities are not clear to members	Roles and responsibilities are clear to the heads of educational councils but not clear to education director.	Roles and responsibilities are clear to all council members	Roles and responsibilities are clear to all council members and there is evidence for members practicing roles.	Roles and responsibilities are clear to all council members and there is evidence for practicing their roles and performing more than required.
Members hold at least three meetings during the scholastic year	No meeting was held	Only one meeting was held during the scholastic year, as per plan.	Two meetings were held during the scholastic year, as per plan.	Three meetings were held during the scholastic year, as per plan.	Three meetings were held during the scholastic year and additional meetings were held as appropriate: <ul style="list-style-type: none"> - A meeting was held before the beginning of the first semester for the purpose of discussing plans and providing support for implementing activities. - A meeting was held at the beginning of the second semester. - A meeting was held at the end of the second semester to study performance reports.
Members make decisions	No evidence was shown on making decision	No decision was made regarding many issues discussed during meetings.	Decisions were made regarding issues (more than half of them) discussed during meetings.	Decisions were made related to majority of issues discussed during meetings.	Decisions were made regarding all issues discussed during meetings.
Members implement	No evidence was shown	Majority of decisions were	Half of decisions were made	Most of decisions	All decisions were implemented.

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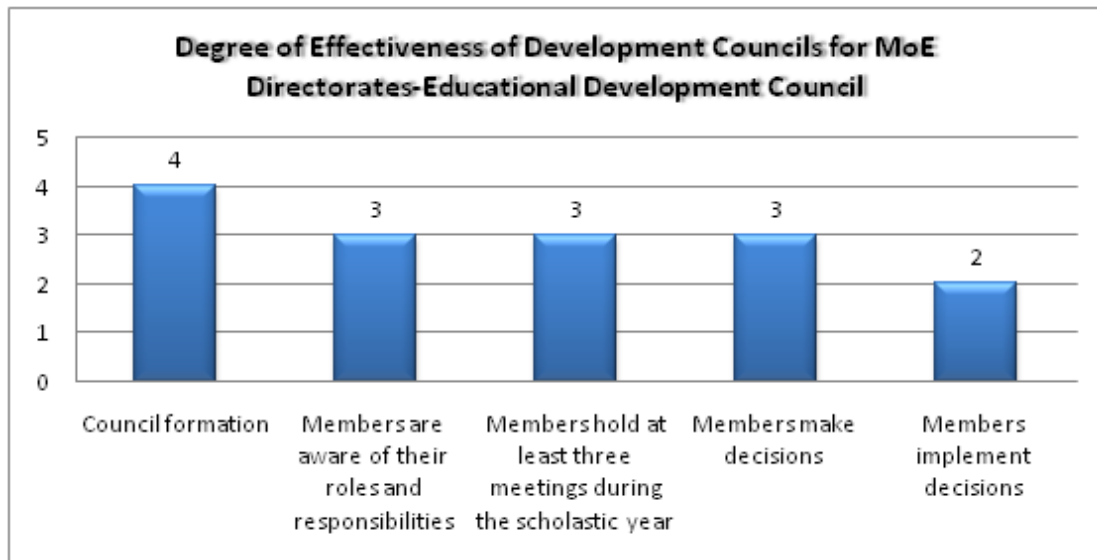


Table 13: Degree of effectiveness for development councils–MoE directorates by directorate group and data resource.

Data resource	Directorate development team	Educational development council
Indicator effectiveness degree /5.00	Degree	Degree
All directorates	3.0	3.1
Group 1	2.6	2.2
Group 2	3.6	3.8
Group 3	3.2	2.6
Group 4	3.3	3.7

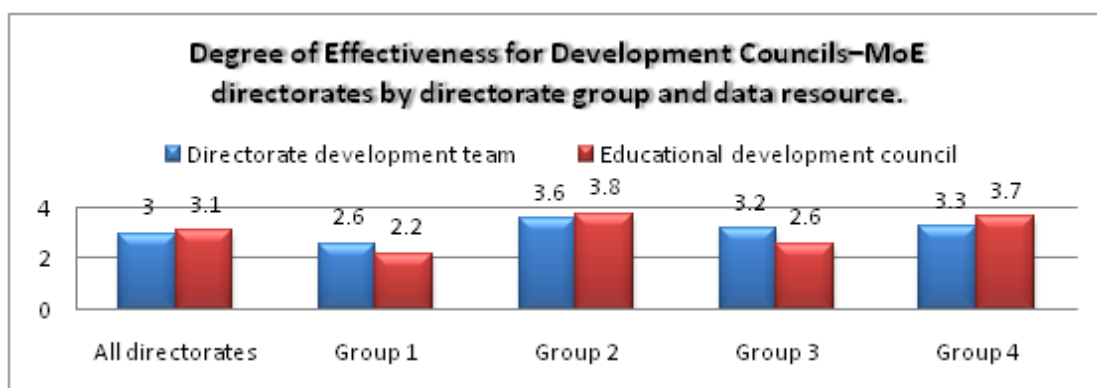
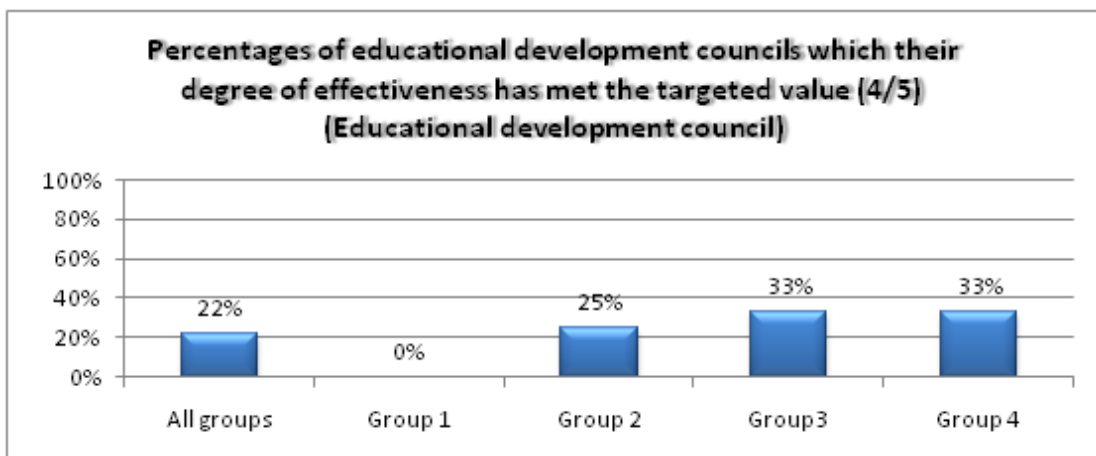
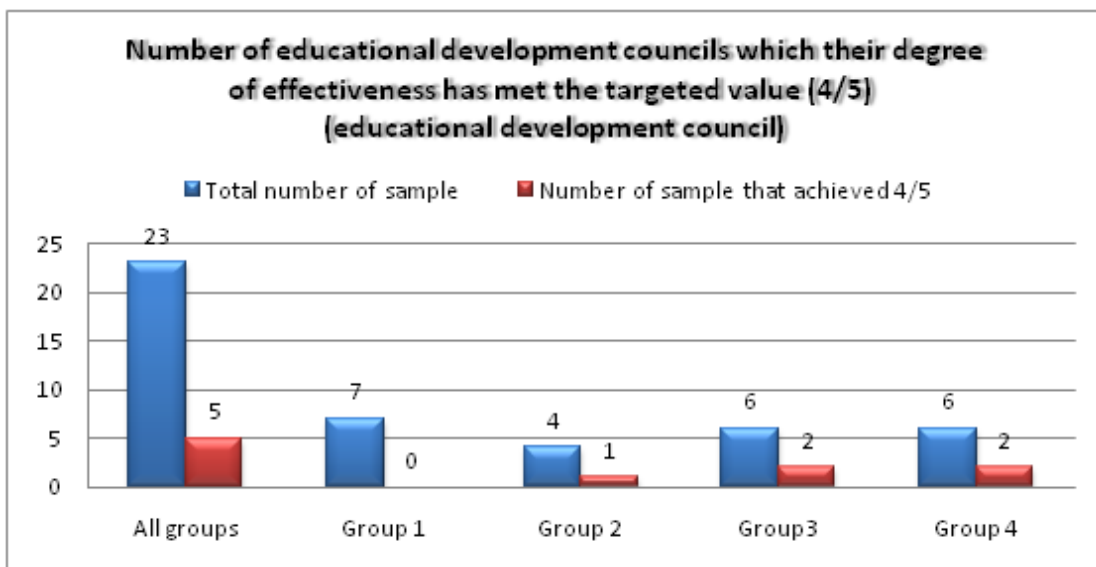


Table 14: Percentages of educational development councils which their degree of effectiveness has met the targeted value (4/5)

Data Resource	Educational development council			Directorate development team		
	Total number of sample	Number of sample that achieved 4/5	Percentage	Total number of sample	Number of sample that achieved 4/5	Percentage
All groups	23	5	%22	23	5	%22
Group 1	7	0	%0	7	1	%14
Group 2	4	1	%25	4	2	%50
Group3	6	2	%33	6	0	%0
Group 4	6	2	%33	6	2	%33



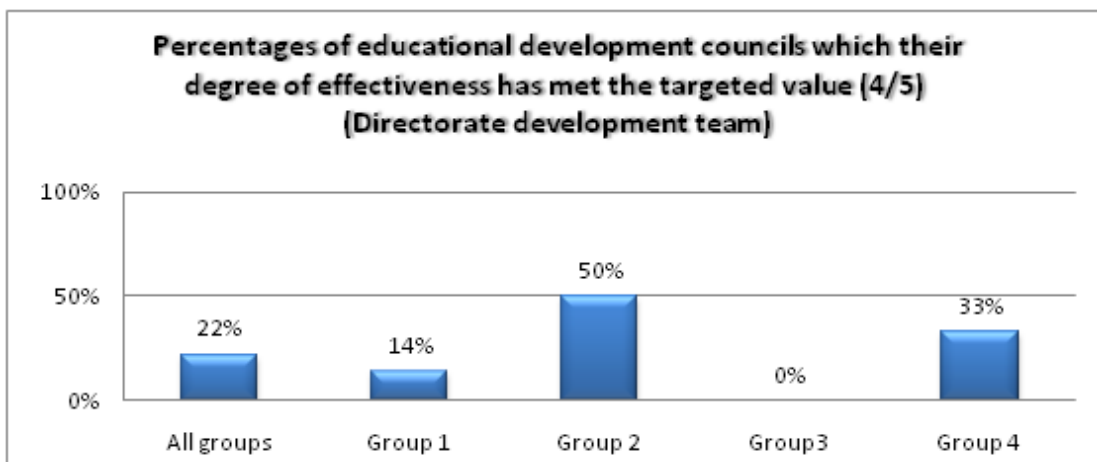
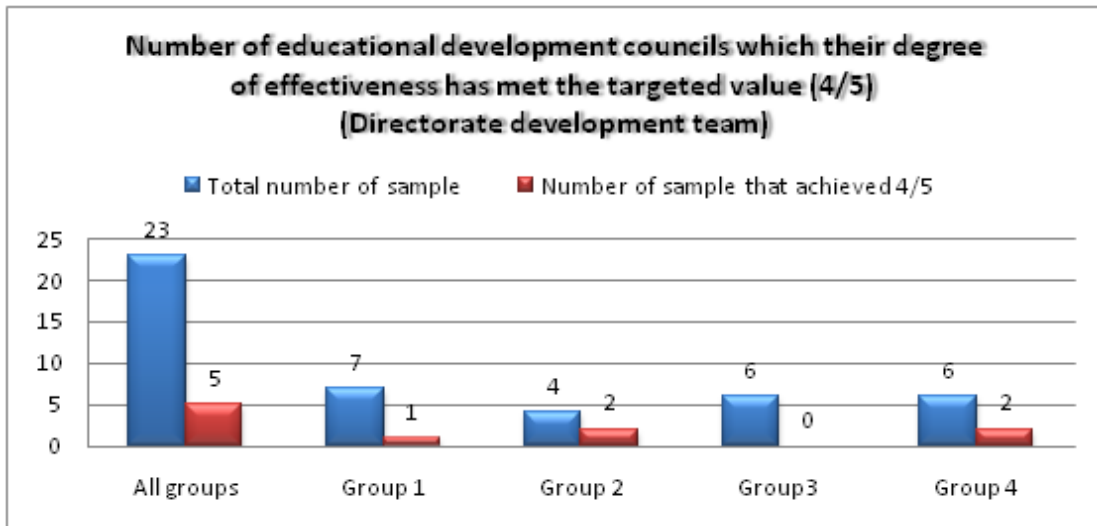


Table 13 shows that according to educational development councils, the rate of effectiveness degree for these councils amounted (3.1) which is lower than the targeted value, on the other hand, the rate of effectiveness degree stood for (3.0) by directorate development team which is almost the same degree that councils have scored. The percentage of the educational development councils in which their degree of effectiveness has met the targeted value was 22% as shown in table 14.

There are many difficulties that encounter councils and hinder their effectiveness in practice. To mention some; the poor legislation that govern the activities of council, government procedures that should be followed when receiving financial and in-kind donations by schools and the lack of clarity when dealing with roles and responsibilities. These difficulties do emerge again for councils of school clusters and appear clearly in recommendations where the focus is directed to capacity building through training programs for the purpose of developing both schools and directorates and to emphasizing the importance of clarifying the roles and responsibilities of council members along with the documentation of council activities and achievements.

1.5 Degree of satisfaction of principals and teachers on the quality of support provided by education directorates in view to achieve school development plans.

Principals and teachers referred to the indicator “Degree of satisfaction of principals and teachers on the quality of provided by education directorates in view to achieve school development

plans” and opinions were obtained through two major ways upon which data could be collected afterwards. The first comprised focus groups for school development teams and the second includes a questionnaire distributed to the same teams. As shown in table 15, the general level of satisfaction was weak. Table 16; however, show the results in details for the level of satisfaction of focus groups and table 17 includes the analysis of questionnaires.

Table 15: Degree of satisfaction of principals and teachers on the quality of support provided by education directorates in view to achieve school development plans

Indicator 1.5 Degree of satisfaction of principals and teachers on the quality of support provided by education directorates in view to achieve school development plans					
Goal	Level 1	Level 2	Level 3	Level 4	Level 5
Evaluator evaluates the level of satisfaction of participants according to their responses and answers received during meetings	dissatisfied	low	weak ☒	satisfied	strong

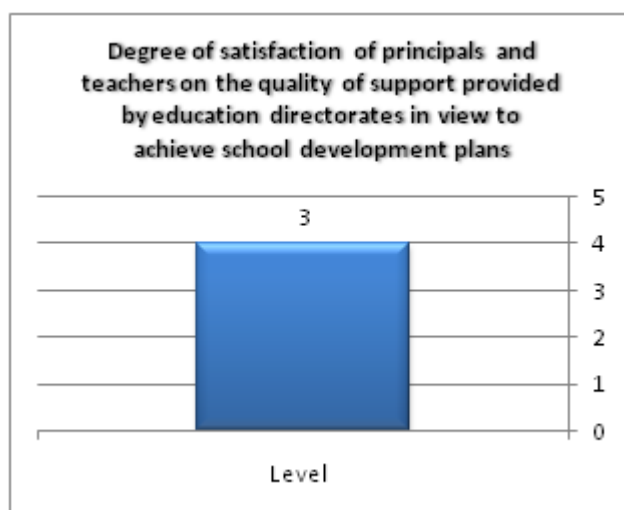
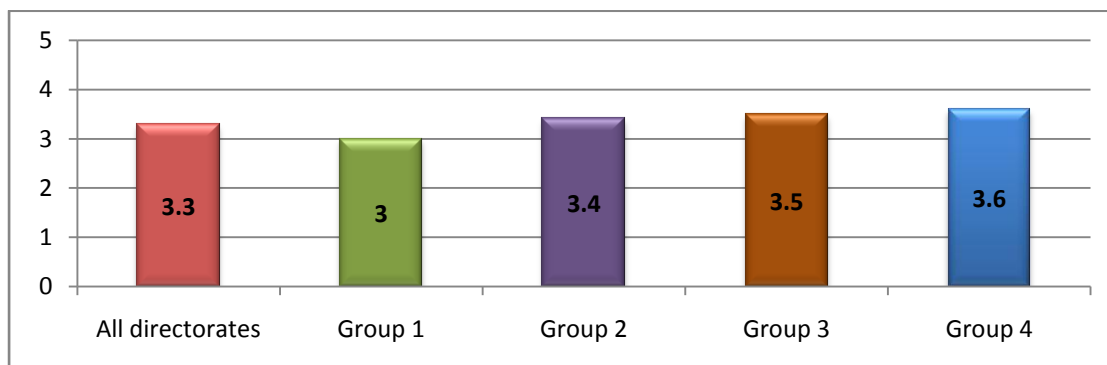


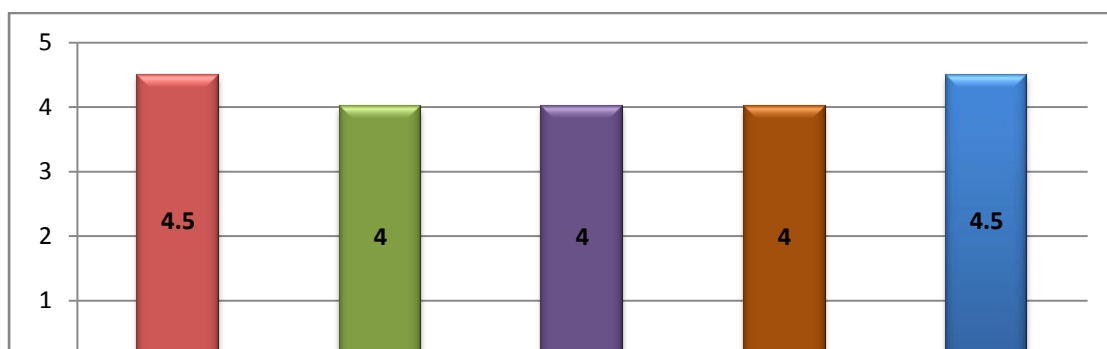
Table 16: Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Focus groups)

Data resource	School development team						
		Directorates showing highest degree of satisfaction		Directorates showing lowest degree of satisfaction		Gender	
Indicator effectiveness degree/5.00	General degree	Directorate	Degree	Directorate	Degree	Males	Females
All directorates	3.3	Al- Quaismeh	4.5	Jerash	1.7	3.3	3.4
Group 1	3.0	South Ghour	4.0	Jerash	1.7	2.9	3.0
Group 2	3.4	Madaba	4.0	North Mazar	2.8	3.1	3.8
Group 3	3.5	Alqaser	4.0	South Badia	2.7	3.4	3.6
Group 4	3.6	Al- Quaismeh	4.5	Tafilah	2.8	3.6	3.5

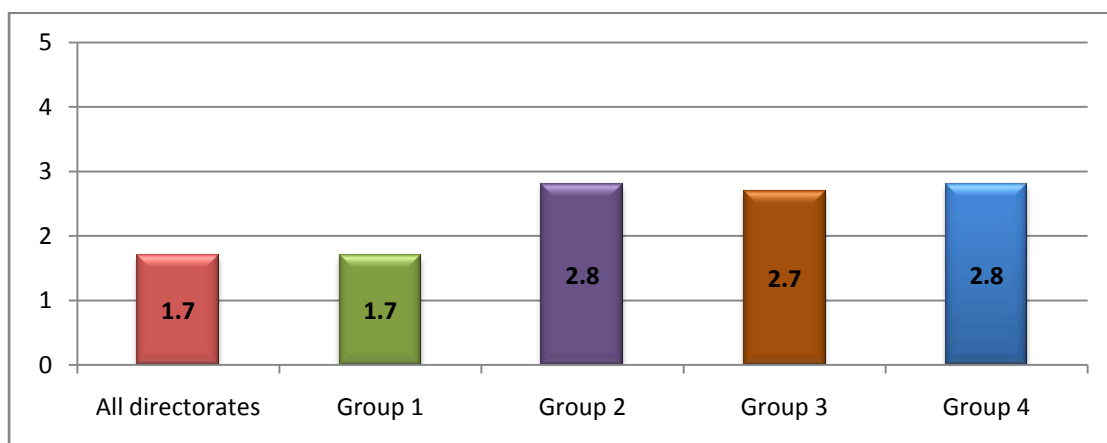
Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Focus



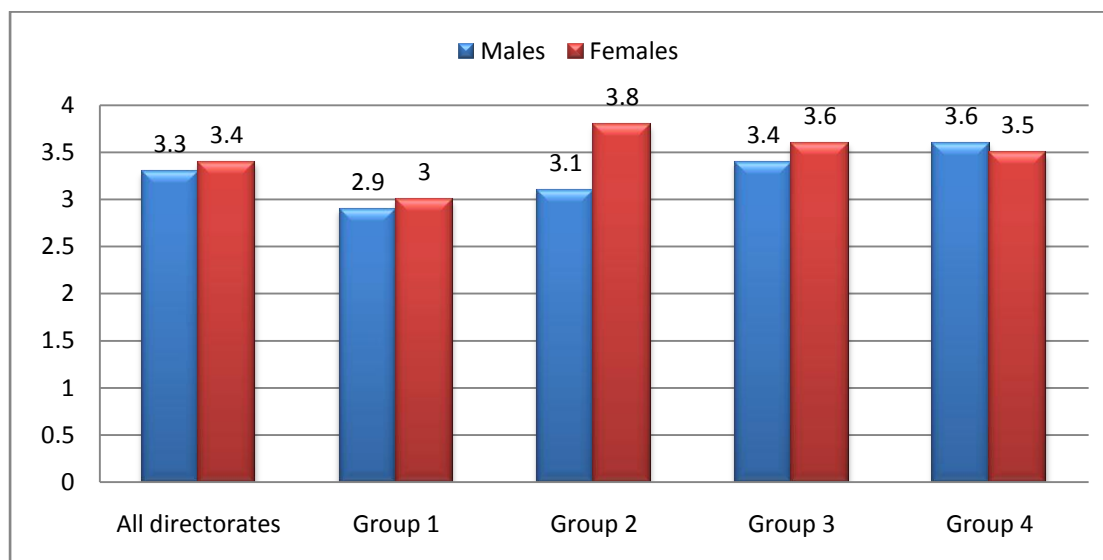
Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Focus groups) – (Directorates with highest degree)



Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Focus groups) – (Directorates with lowest degree)



Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Focus groups) – (Males/Females)



As shown in table 16, it is noticed that the general degree of satisfaction stood for 3.3 which is lower than the targeted degree (4.0-5.0) and there is no big difference in the degree of satisfaction between males and females.

It is worth mentioning here that the planning methodology adopted in SDDP enabled the directorates to recognize and understand the obstacles and challenges that face schools and this methodology enhanced and increased the level of cooperation between schools and directorates.

However, school principals in some directorates expressed their hope for receiving better and stronger support from education director for their development plans. Some complained that they shoulder heavy administrative burdens which in return hinder their ability in dedicating more time to put more focus on implementing development plans .In addition, they indicated that there was weak counseling and monitoring to schools related to SDDP and lack of constant feedback on school performance related to implementing activities of development plans. Also, complaints were received about the specific attention and focus given to girls schools at the expense of boys' schools.

Recommendations for this particular indicator emphasized the role of the directorate in doing the following:

Empowering school development teams with regard to their informing about directorate development plans particularly those concerned with the common and mutual needs for schools. Also , recommendations stressed the need to hold mutual visits for schools and directorates, having previous experience with SDDP, for the purpose of building up capacities and they highlighted the necessity to both giving more attention to boys schools and supporting them in implementing development plans. Besides that, there should be a kind of equality and justice in providing services to schools along with periodic follow up for the implementation of development plans.

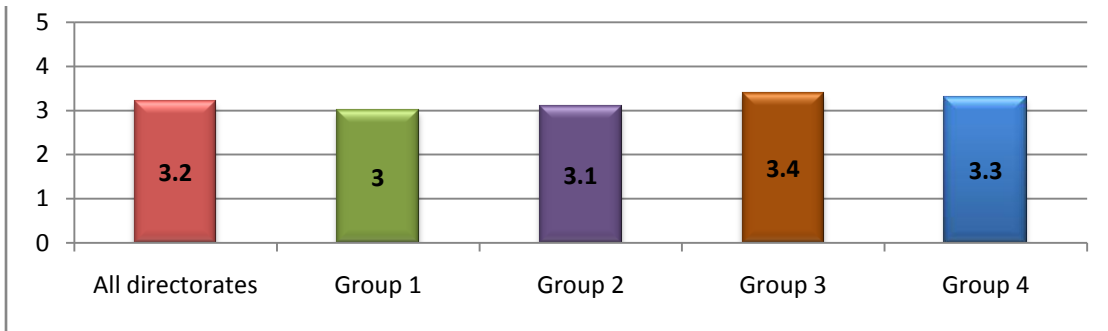
Table 17: Degree of Satisfaction of School Principals and Teachers by Directorate groups, Gender and Directorate Showing High or Low Degree of Satisfaction Questionnaire Analysis

Data resource	School development team										
	General degree	Directorate s showing high degree of satisfaction		Directorate s showing low degree of satisfaction		Satisfaction by gender		Criteria for the highest degree of satisfaction	Degree	Criteria that accounts for the lowest degree of satisfaction	Degree
		Directorate	Degree	Directorate	Degree	Males	Females				
Indicator effectiveness degree/5.00											
All directorates	3.2	Salt	3.8	Mowaqu ar	2.4	3.1	3.3	Paragraph 13-“ directorate supervises the process of conducting national and international exams and saves their results in records”	3.7	Paragraph 10” directorate helps schools build up individual development plans for students with special needs(with gifted or slow learners)” Paragraph 11 “ directorate helps schools work effectively with students with special needs (human, financial and technical resources)	2.6
Group 1	3.0	North East Badia	3.4	Mowaqu ar	2.4	3.0	3.0	Paragraph 3 section d” directorate provides school principals and teachers (both females and males) with professional development activities regarding learning and educational practices for evaluating students’ performance”. Paragraph 5 “directorate follows up teachers’ implementation for syllabus and curricula. Paragraph 26 : directorate staff visit female schools to achieve directorate plans”	3.4	Paragraph 11 “ directorate helps schools work effectively with students with special needs (human, financial and technical resources)	2.3

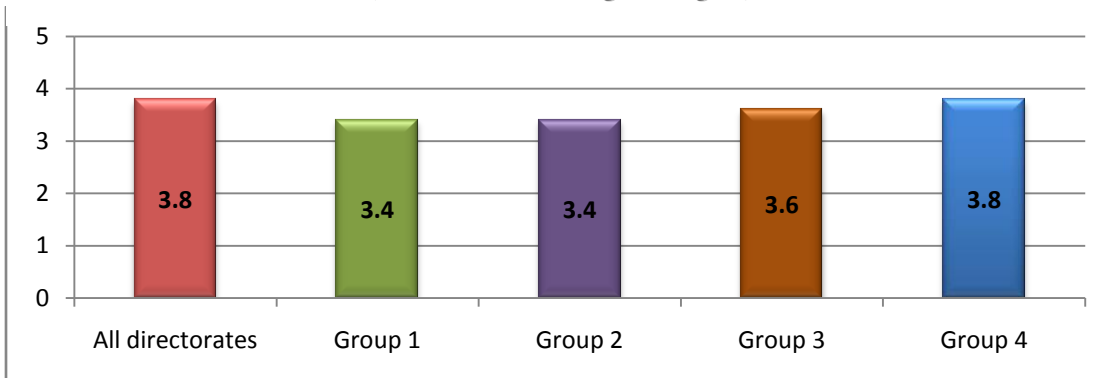
Group 2	3.1	Madaba	3.4	South Mazar	2.8	2.9	3.3	Paragraph 13” directorate supervises the process of implementing national and international exams and saves their results in records”	3.6	Paragraph 11 “ directorate helps schools work effectively with students with special needs (human, financial and technical resources)	2.4
Group 3	3.4	Al quaser	3.6	South Badia	3.0	3.2	3.5	Paragraph 13” directorate supervises the process of implementing national and international exams and saves their results in records”	4.0	Paragraph 10” directorate helps schools build up individual development plans for students with special needs(with gifted or slow learners)” Paragraph 11 “ directorate helps schools work effectively with students with special needs (human, financial and technical resources)	2.9
Group 4	3.3	Salt	3.8	Al Quaisme h	2.7	3.2	3.4	Paragraph 1” directorate informs schools on changes related to curricula and educational materials that directorate of curricula examines” Paragraph 13” “directorate supervises the process of implementing national and international exams and saves their results in records” Paragraph 26” directorate staff visit female schools to achieve directorate plans”	3.8	Paragraph 3” directorate provides principal and teachers(both females and males) with activities that enhance their professional development in the following aspects: -students with special needs(gifted and slow learners) - teaching strategies(the art of learning, education and health (pedagogy)” Paragraph 11” directorate helps schools work effectively with students with special needs (human, financial and technical resources	2.6

Once studying table 17, it is noticed that the general degree of satisfaction using questionnaires accounted for 3.2 which is close to the one revealed by focus groups amounting 3.3 yet it scored below the set target (4.0/5.0) noting also that the degree of satisfaction is higher for girls schools than boys. Interestingly, there is almost identical similarity between general satisfaction received by focus group method and the one received by questionnaires indicating that school development teams took into account the criteria of credibility in giving information.

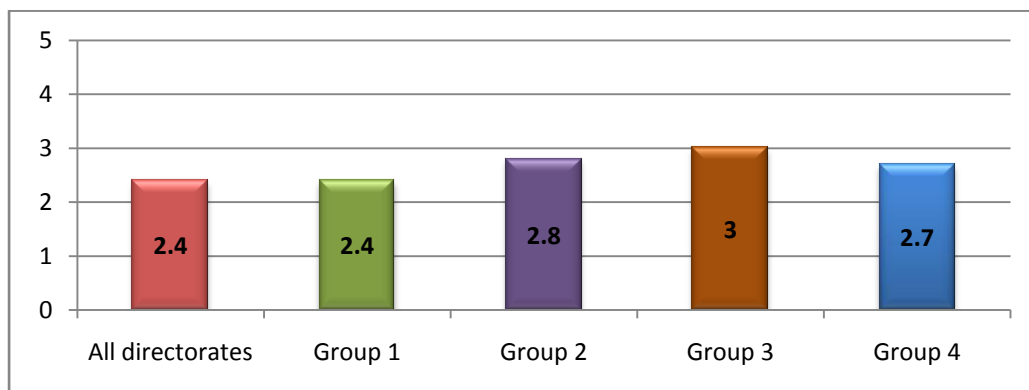
Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Questionnaire Analysis – (Average))



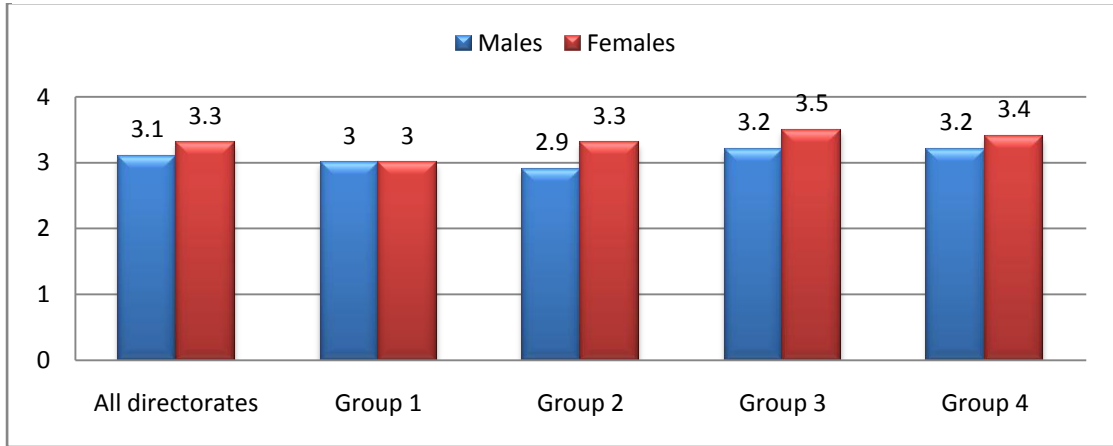
Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Questionnaire Analysis – (Directorates with highest degree))



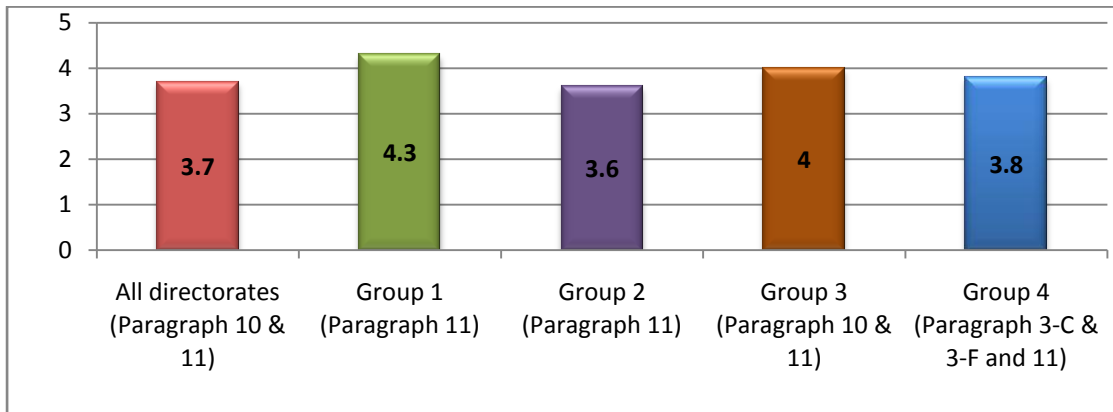
Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Questionnaire Analysis – (Directorates with lowest degree))



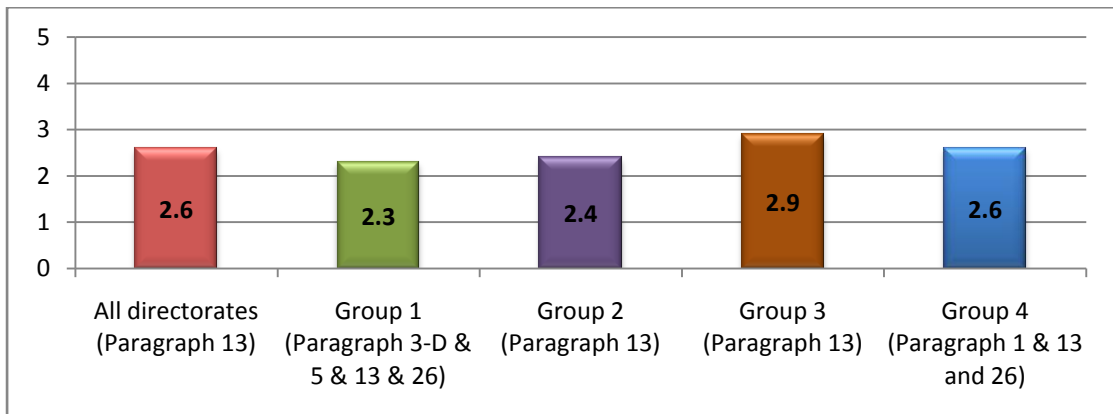
Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Questionnaire Analysis – (Satisfaction degree by sex))



Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest degree of satisfaction (Questionnaire Analysis – (Criterion for highest degree))



Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing lowest degree of satisfaction (Questionnaire Analysis – (Criterion for lowest degree))



1.6 Degree of satisfaction of MoE directorate staff on the quality of support provided from MoE center for the purpose of implementing development plans for directorates.

Two methods were adopted to investigate the degree of satisfaction of directorate development teams and educational supervisors in every educational directorate on the quality of support for the purpose of implementing development plans for directorates. The first one was collecting data from focus groups and the other one was questionnaires.

Table 18 shows the degree of satisfaction while table 19 presents details of satisfaction of focus groups and table 20 includes questionnaire analysis.

Table 18: Degree of Satisfaction of MoE Directorate Staff on the Quality of Support Provided from MoE Center for the Purpose of Implementing Development Plans for Directorates – Educational Supervisors

Indicator 1.6: Degree of satisfaction of MoE directorate staff on the quality of support provided from MoE center for the purpose of implementing development plans for directorates.					
Goal	Level 1	Level 2	Level 3	Level 4	Level 5
Evaluator evaluates the level of satisfaction of participants according to their responses and answers received during meetings	dissatisfied	Low ☒	weak	satisfied	strong

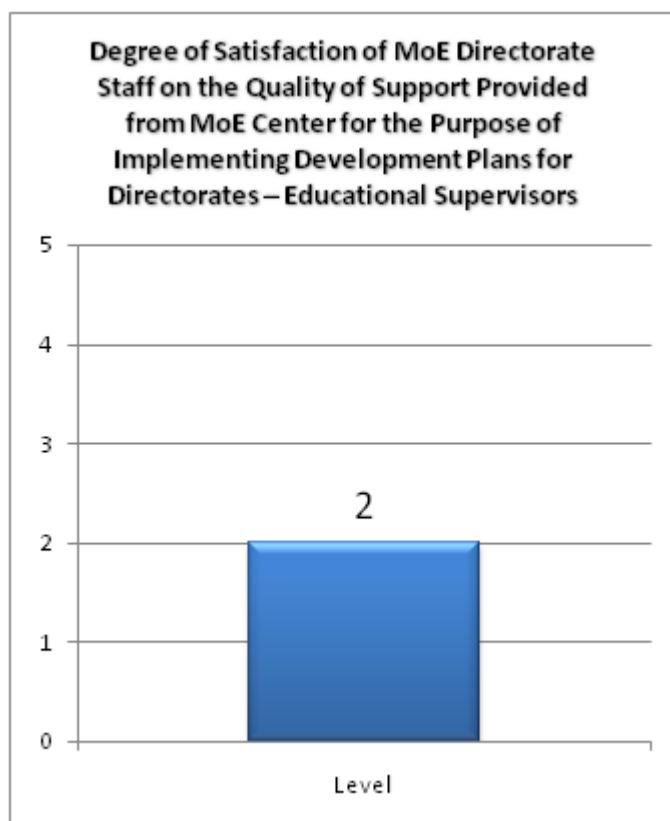
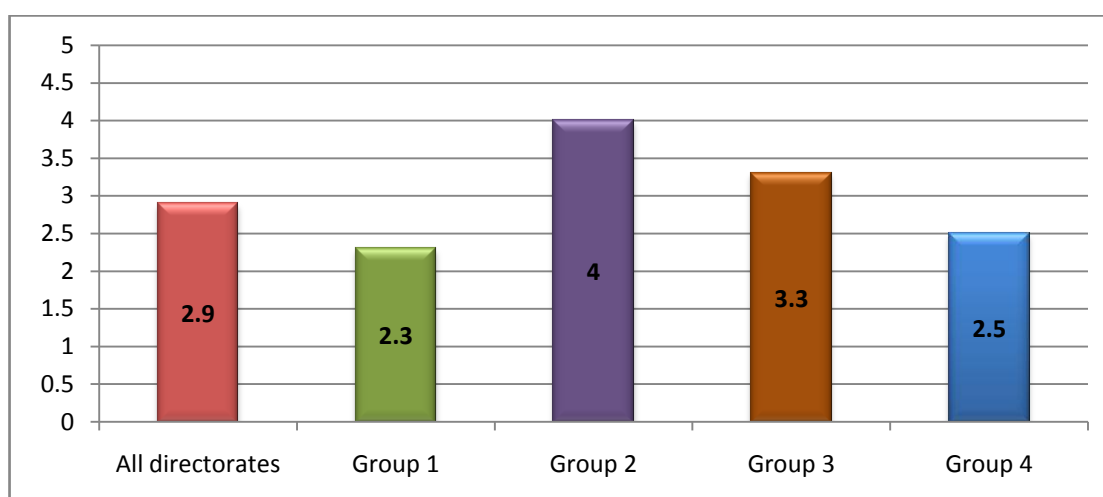


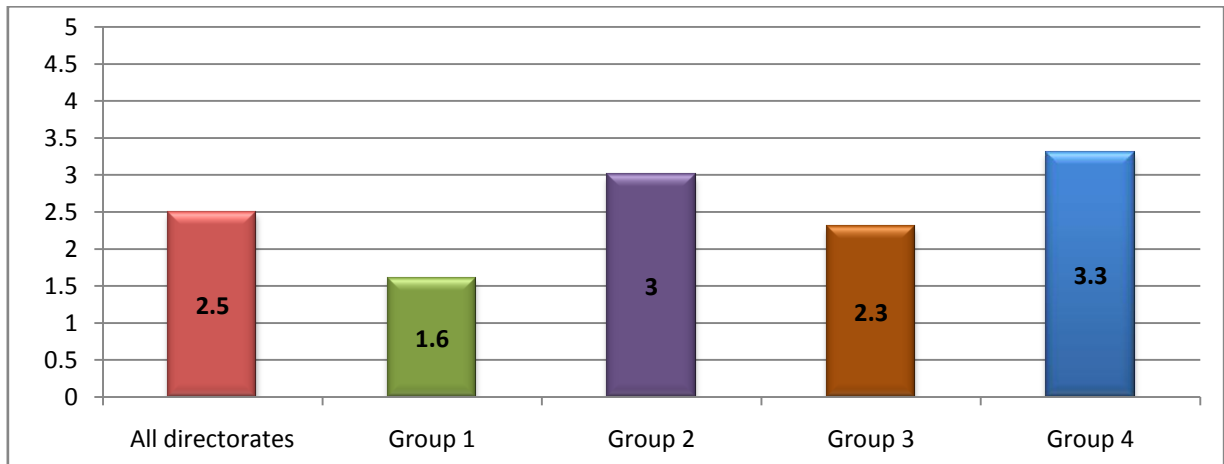
Table 19: Degree of satisfaction of support provided by MoE's center to staff by directorate groups, data resource and directorate showing high or low degree of satisfaction – (Focus groups)

Data resource	Directorate development team	Educational supervisors	General satisfaction (development team+ supervisors)						
			Degree	Degree	Degree	Directorates showing highest degree of satisfaction		Directorates showing lowest degree of satisfaction	
						Directorate	Degree	Directorate	Degree
All directorates	2.9	2.5	2.7	Bani Obeid	4.5	Jerash	1.0		
Group 1	2.3	1.6	1.9	South Ghour	3.0	Jerash	1.0		
Group 2	4.0	3.0	3.5	Bani Obeid	4.5	North Mazar	2.5		
Group 3	3.3	2.3	2.8	Rusaifeh and Al quaser	3.5	South Badia and Ramtha	2.0		
Group 4	2.5	3.3	2.9	Petra and Salt	3.5	Taibeh and Wasatyeh	2.0		

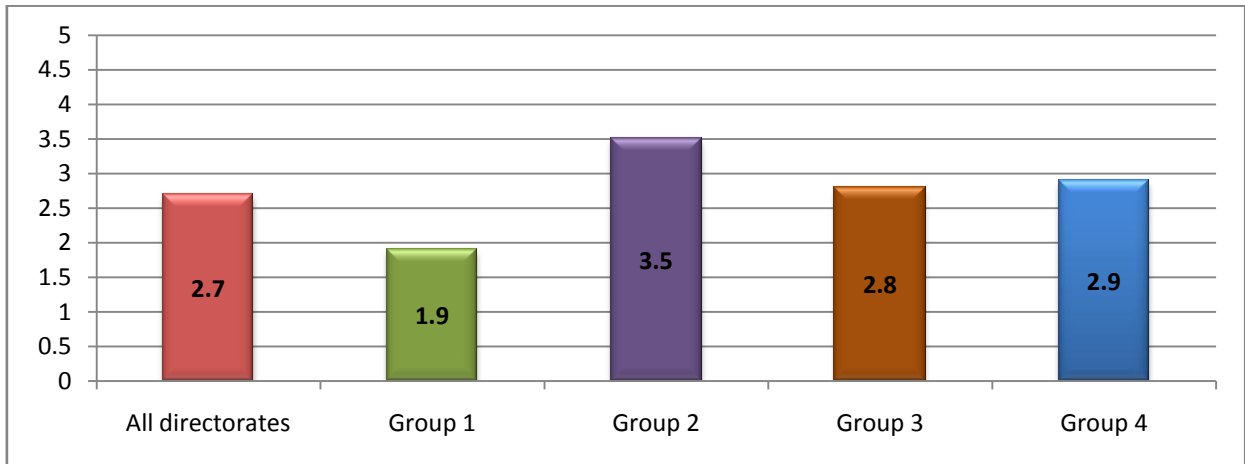
Degree of satisfaction of quality support provided by MoE's center to directorate staff by directorate groups, data resource and directorate showing high or low degree of satisfaction – (Focus groups)



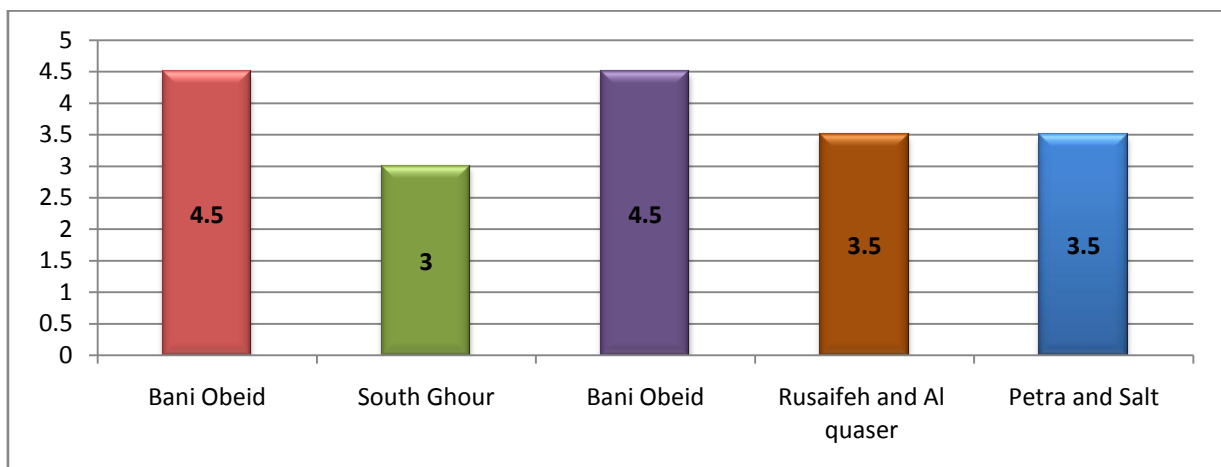
Degree of satisfaction of quality support provided by MoE's center for directorates' development plans implementation – (Focus groups) / (Educational supervisors)



Degree of satisfaction of quality support provided by MoE's center for directorates' development plans implementation – (Focus groups) / (Average satisfaction [Educational supervisors & development teams])



Degree of satisfaction of quality support provided by MoE's center for directorates' development plans implementation – (Focus groups) / (Directorates with highest degree)



Degree of satisfaction of quality support provided by MoE's center for directorates' development plans implementation – (Focus groups) / (Directorates with lowest degree)

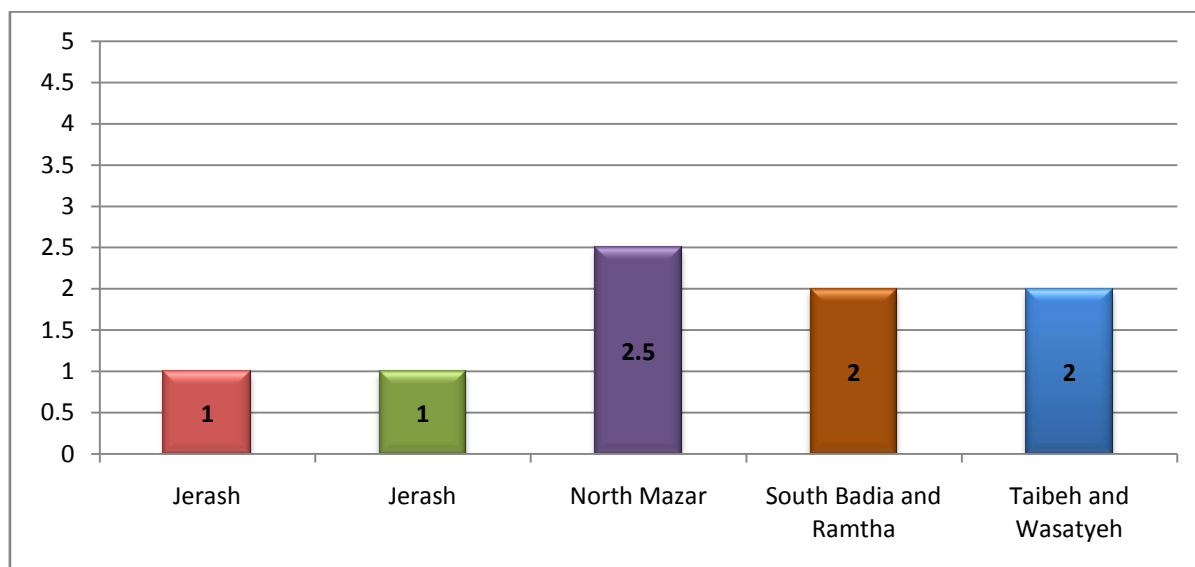


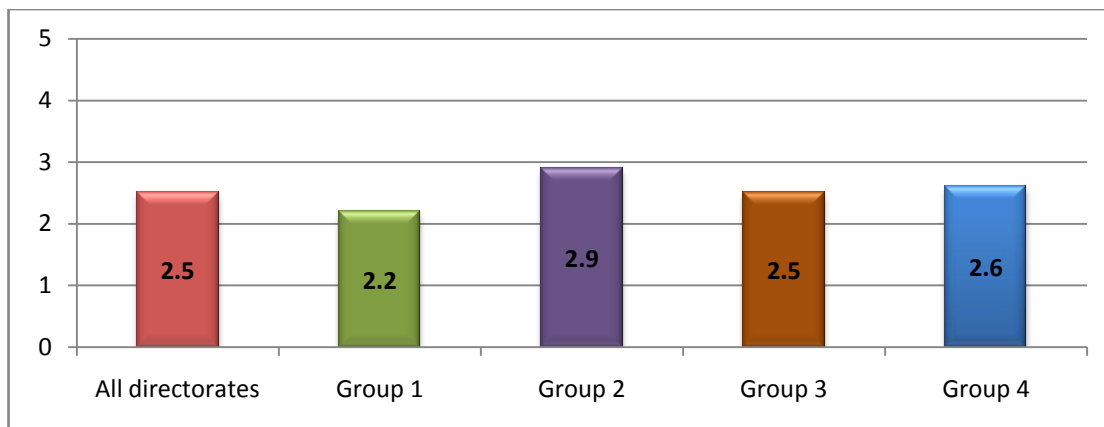
Table 20: Degree of satisfaction of directorate staff by directorate groups, and directorate showing high or low degree of satisfaction (Questionnaire Analysis)

Data resource	Directorate development team and educational supervisors									
	Degree of satisfaction indicator 5.00/	General degree	Directorates showing the highest degree of satisfaction		Directorates showing the lowest degree of satisfaction		Criteria of the highest degree of satisfaction		Criteria of the lowest degree of satisfaction	
			Directorate	Degree	Directorate	Degree	Criteria	Degree	Criteria	Degree
All directorates	2.5	Petra	3.3	Ramtha and Mafraq	1.8	Paragraph 2 “educational supervisors in MoE provide support to implement the plan of educational development in view to meet the needs of directorates and schools.” Paragraph 6”the effect of data and information produced from SDDP, submitted from directorate to MoE, on introducing or	2.5	Paragraph 1” support provided from MoE to ensure the best use for database related to common needs of schools and work on constant development for such database “ Paragraph 4” support provided from MoE center related to efforts exerted to activate educational development councils” Paragraph 3”	2.4	

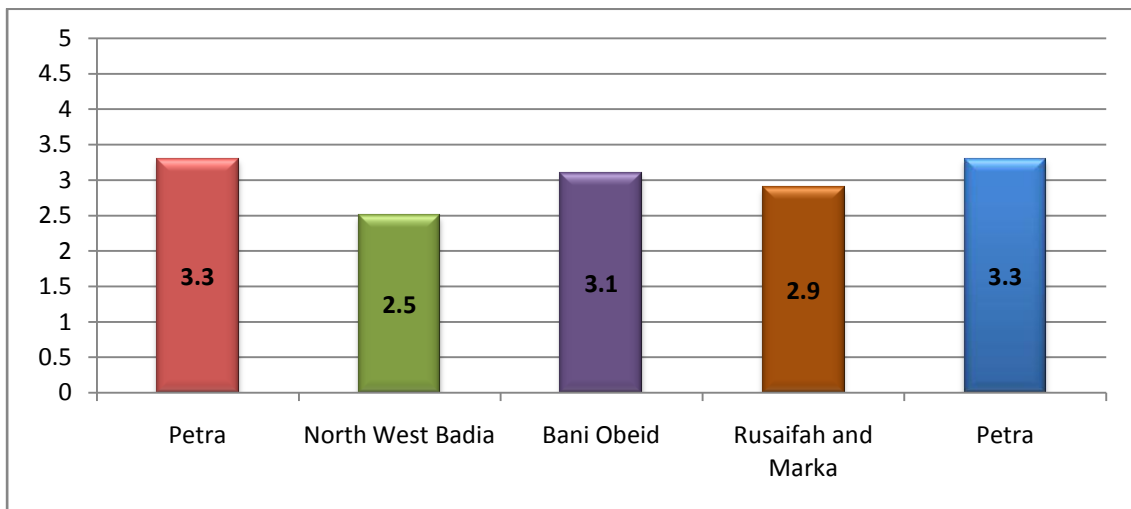
						developing new policies and directions”		feedback received from MoE on reports submitted from your directorate”	
Group 1	2.2	North West Badia	2.5	Mafraq	1.8	Paragraph 2” “Educational supervisors in MoE provide support to implement the plan of educational development in view to meet the needs of directorates and schools.”	2.2	Paragraph 1” support provided from MoE to ensure the best use for database related to common needs of schools and work on constant development for such database “ Paragraph 4” support provided from MoE center related to efforts exerted to activate educational development councils”	2.0
Group 2	2.9	Bani Obeid	3.1	Madaba	2.6	Paragraph 1” support provided from MoE to ensure the best use for database related to common needs of schools “ Paragraph 2” “Educational supervisors in MoE provide support to implement the plan of educational development in view to meet the needs of directorates and schools.”	3.0	Paragraph 4” support provided from MoE center related to efforts exerted to activate educational development councils”	2.7
Group 3	2.5	Rusaifah and Marka	2.9	Al Ramtha	1.8	Paragraph 3” feedback received from MoE on reports submitted from your directorate” Paragraph 4” support provided from MoE center related to efforts exerted to activate	2.6	Paragraph 1” support provided from MoE to ensure the best use for database related to common needs of schools and work on constant development for such database “	2.3

						educational development councils” Paragraph 6” the effect of data and information produced from SDDP, submitted from directorate to MoE, on introducing and developing new policies and directions.			
Group 4	2.6	Petra	3.3	Tafilah	2.0	Paragraph 1” support provided from MoE to ensure the best use for database related to common needs of schools “	2.7	Paragraph 3” feedback received from MoE on reports submitted from your directorate” Paragraph 4” support provided from MoE center related to efforts exerted to activate educational development councils”	2.3

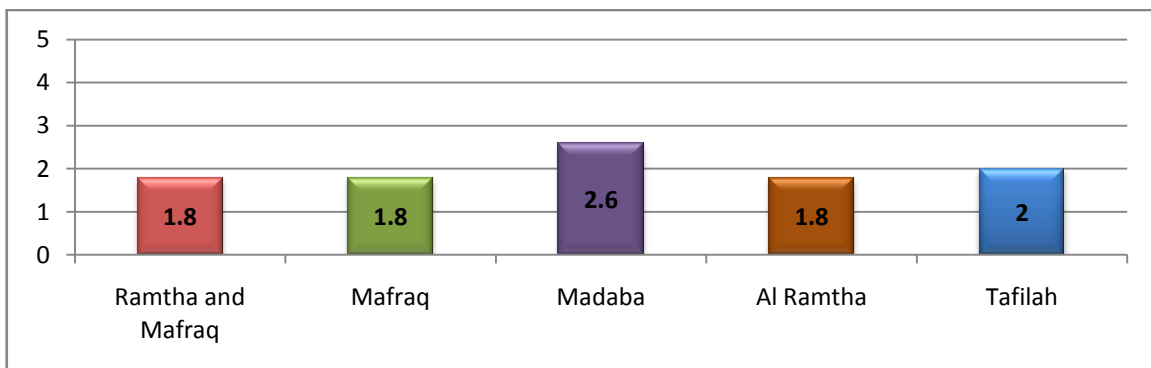
Degree of satisfaction of quality support provided by MoE's center for directorates' development plans implementation – (Questionnaire Analysis) / (Average)



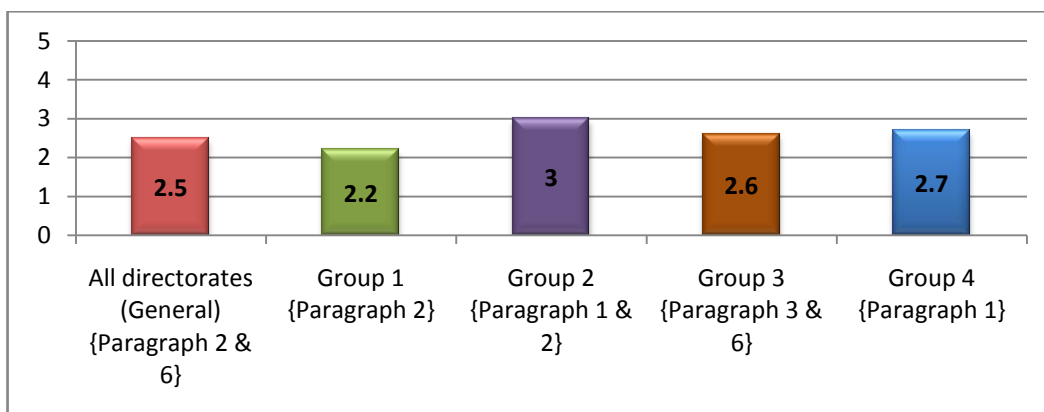
Degree of satisfaction of quality support provided by MoE's center for directorates' development plans implementation – (Questionnaire Analysis) / (Directorates with highest degree)



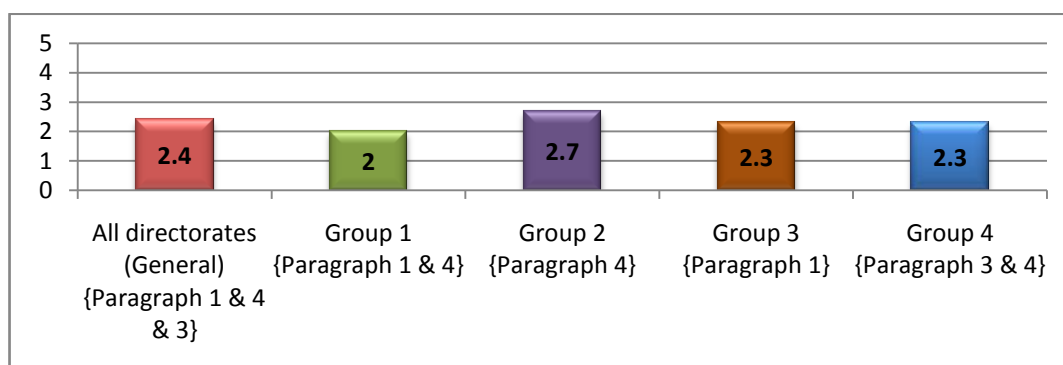
Degree of satisfaction of quality support provided by MoE's center for directorates' development plans implementation – (Questionnaire Analysis) / (Directorates with lowest degree)



Degree of satisfaction of quality support provided by MoE's center for directorates' development plans implementation – (Questionnaire Analysis) / (Criterion with highest degree)



Degree of satisfaction of quality support provided by MoE's center for directorates' development plans implementation – (Questionnaire Analysis) / (Criterion with lowest degree)



Referring to table (19), the degree of general satisfaction amounted (2.7) and as for directorate development team it stood for (2.9), while it reached (2.5). Generally speaking, it scored below the target degree (4.0/5.0).

As shown in table 20, the degree of general satisfaction (for directorate development team and educational supervisors), using the questionnaire method, reached (2.5) scoring less than target degree (4.0-5.0). Here it is noticed that the directorate groups are almost similar in determining the degree of satisfaction to range from (2.2) to (2.9).

One aspect had been shown to be the least satisfying criteria represented by the “support provided from MoE to related efforts exerted to activate educational development council” and by “the assistant and counseling that should be provided to directorate staff by MoE center “and this is due to the limited number of visits paid by supervisors and the lack of feedback reports that directorates submit to MoE. In addition to that, respondees indicated that the presupposed approval, given by the ministry on educational development programs, which directorates and their staff were willing to fulfill revealed a mere weakness.

Recommendations related to this indicator were mainly directed to the need to find a mechanism that ensures the process of information flow produced from SDDP implementation to be reached and disseminated to the concerned parties in MoE center. Recommendations also stressed the need to provide sustainable financial support to implement development plans for both directorates and schools along with MoE constant monitoring and coordination and the importance of providing feedback on reports submitted particularly to the parties concerned with SDDP. Finally, there should be intensive field visits to directorates paid by supervisors.

1.7 Degree of implementing communication strategy related to SDDP.

The communication strategy was approved in the middle of 2012. Training manuals were designed and a pilot group from MoE staff was trained on using such manuals. The staff comprised officers from Managing Directorate of Media and Societal Communication, Help desk in the Directorate of General Divan, Department of Electronic Website in the Managing Directorate of Queen Rania for Education Technology and Information. Through training manuals that were particularly designed for top level management, such manuals had been tested on a group of specialist directors in MoE center ended up with an awareness session on this strategy held especially to heads of media and societal communication in education directorates.

1.7 Degree of MoE staff satisfaction on communication with directorates, schools and local community concerning SDDP.

This indicator has not been measured.

Average result 2.0: an effective system to develop a school –based education as a key tool for providing students with quality education that enhances their abilities, skills and attitudes toward the institutionalized knowledge economy.

Indicators

- 2.1 Percentage of policies and procedures that is sensitive to gender and being supportive to the system of school –based education.
- 2.2 A united and accredited tool for school self –assessment that is based on the results of ERfKE and to be used for professional and general accountability.
- 2.3 Degree of satisfaction of concerned parties on authorization of decision making and resources related to the support of school development plans implementation.
- 2.4 Degree of satisfaction of concerned parties on the use of data and information in which SDDP utilizes for enhancing policy mapping process, designing strategic plans MoE and resource allocations.

2.1 Percentage of policies and procedures that is sensitive to gender and being supportive to the system of school –based education.

The Managing Directorate of Planning and Educational Research has constantly updated educational policy matrix. This matrix is considered to be the base that MoE relies on in achieving and directing its processes. This effort was successfully translated into educational policy framework document upon which policy and planning committee was formed in 2011 and to become later on the key reference for identifying policies that support the institutionalization of SDDP. The framework of educational policies, formed by MoE last year, was revised and assessed for the purpose of including suitable and adequate environment in such policies which ultimately aim at achieving success and sustainability for SDDP implementation process.

2.2 A united and accredited tool for school self –assessment that is based on the results of ERfKE and to be used for professional and general accountability.

MoE has designed the appropriate approach aiming at achieving solid and sound planning that is mainly based on the true existing and prevailing needs for both directorates and schools. This approach has been examined through the first stage of ERfKE which resulted later in adopting SDDP model in 2009. The stage of development in every school commenced through a self-assessment process utilizing a national Jordanian self- assessment tool. The self-assessment covers all workers in schools such as participants, students, parents and local community members. Depending on the results and outcomes of such evaluation, every school starts to work on designing its own development plans, priorities and next steps that should be followed and achieved. MoE decided to use this tool in all directorates and schools throughout the kingdom to be replaced with all other previous methods, noting that up to date the new tool was implemented in 23 directorates and more than 2078 schools.

2.3 Degree of satisfaction of concerned parties on authorization of decision making and resources related to the support of school development plans implementation.

Because of the significant importance gained from data produced by evaluation and monitoring process, as well as information generated from planning- based SDPP approach on the needs of schools and directorates, such data and information are considered to be the backbone for designing MoE strategic plans and mapping its policies which is a key condition for the success of achieving ERfKE national goals.

In line with this context, the framework of monitoring and evaluation of SDDP has emerged. SDDP is the main mechanism that MoE utilizes in achieving component one (1) of ERfKE. The framework has been designed by MoE represented by monitoring and evaluation department (Managing Directorate of Planning and Educational Research) in cooperation with the Managing Directorate of Training Center. Based on this framework, different activities related to capacity building have been achieved covering technical team, SDDP monitoring and evaluation committee, members of monitoring and evaluation in MoE and M and E coordinators in all education directorates. Another activity has been accomplished realized by data collection from all directorates implementing the program and the second monitoring report of SDDP was issued.

After being properly collected and classified, data and information that result from applying planning methodology according to SDDP, particularly data of self –assessment that all schools participating in SDDP perform, are submitted to the education directorate covering participating schools. The education directorate identifies the common needs and requirements of its schools through applying a computerized program. As such, the directorate starts to set up its development plan to meet such needs.

It is worth mentioning here that MoE currently works on developing a mechanism that ensures the access of data and information by a special party in MoE to be responsible for analyzing them and be the solid base for decision making processes, educational policy mapping and strategic planning at the national level. Degree of satisfaction will be measured in future reports.

2.2.2 Direct Results

- 1.1 Direct result: An integrated approach, based on needs and sensitivity to gender, has been implemented on the level of school, directorate and MoE center through an effective partnership with local community.

Indicators:

- 1.1.1 Percentage of school development plans that apply (meet) quality standards.
- 1.1.2 Percentage of directorate development plans that meet quality standards.
- 1.1.3 Degree of gender mainstreaming in SDDP.
- 1.1.4 Number of initiatives that disseminate information related to SDDP according to communication strategy.
- 1.1.5 Number of school development plans that have been set up according to the model adopted by SDDP.
- 1.1.6 Degree of effectiveness for setting up school development plans from school leaderships' point of view.
- 1.1.7 Number of development plans for education directorates that have been set up according to the model adopted by SDDP.
- 1.1.8 Degree of effectiveness for setting up school development plans from school leaderships' point of view in education directorates.
- 1.1.9 Percentage of recommendations that have been applied according to the results emerged from the review process for SDDP.

Through the follow up process performed by monitoring teams, there was clear evidence on the achievements for set targets. The team evaluated all directorate education development plans that implement the program, numbering 23 schools covering group 1, 2, 3 and 4 and the team also evaluated at least 10 % of schools from each directorate and reviewed their development plans. By doing so, they intended to identify the quality of such plans and their relevance to the verbal rate scale already set up by M and E division and the concerned parties of SDDP. The scale comprised a set of quality standards such as gender mainstreaming. In addition, the team was introduced to the methodology adopted for the work of SDDP focusing at the same time on processes and stages that should be followed during setting up development plans. This step aimed at considering the opinions and perspectives of the concerned parties on the effectiveness of SDDP process whereby the team successfully had gathered valuable data and information and that do help implement the program.

1.1.1 Percentage of directorate development plans that meet quality standards.

A random sample of development and procedural plans was evaluated, (10%) of the gross number of plans, taking into consideration the type of school (boys, girls and mixed) and the education cycle (basic /secondary). The verbal rate scale was utilized for groups one and three while another was used for group two and four and this was due to the fact that group 2 and 4 implement result based management. Results are shown in table 21 and 22 whereas detailed results are shown in table 23 and 24.

Table 21: School Development Plans by Criteria Level (Groups: one and three only)

Indicator 1.1.1 percentage of school development plans that meet quality standards					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Priorities are defined according to school needs as shown by self-assessment data	The summary of needs is not available	There is a summary of need and one priority is related to needs	There is a summary of needs and two priorities are related to needs	There is a summary of needs and three priorities or more are related to needs	There is a summary of needs and all priorities along with vision statement relate and meet the needs
Results are related to school priorities	Lack of relevance	one priority is related to needs	two priorities are related to needs	Three priorities or more are related to results	Generally speaking, all priorities are related to needs
Indicators are related to the target results	Lack of relevance	Only one result has a relevant indicator	two results have relevant indicators	three results have relevant indicators	All results and their indicators are relevant and there is a mix of quality and quantity indicators.
Procedures(activities) are related to results	Lack of relevance	there is relevance between	Half of procedures (activities)	The majority of procedures (activities) are	All procedures (activities) are related to results

		procedures (activities) and results	are related to results	related to results	
Responsibilities are defined with relevance to procedures(activities) intended for implementation	Responsibilities for procedures (activities) are not defined	Responsibilities for some procedures (activities) are defined properly	Responsibilities for half of procedures (activities) are defined properly	Responsibilities for majority of procedures (activities) are defined properly	Responsibilities for all procedures (activities) are defined properly
Realistic time table	No				
approved by educational council for cluster schools					Yes

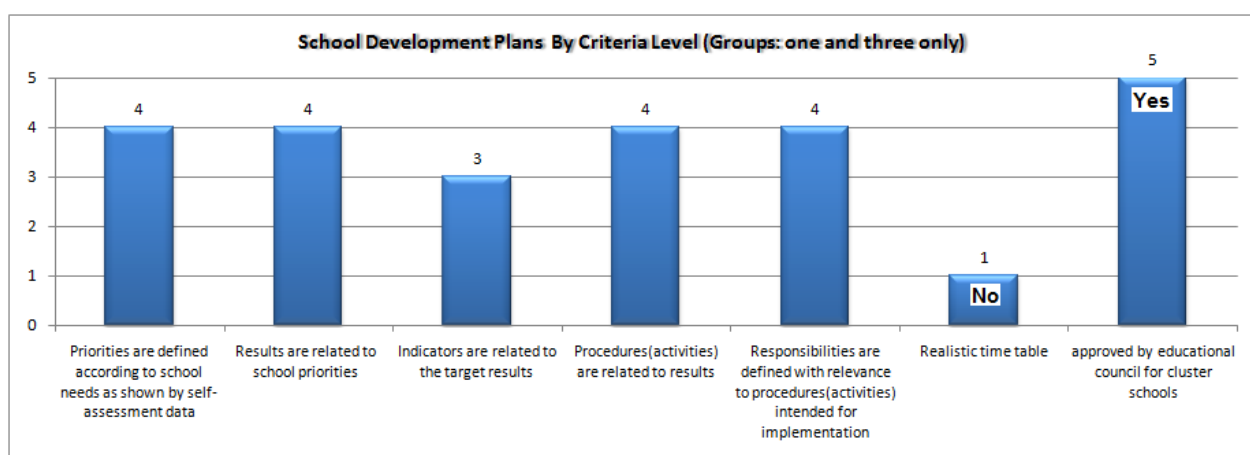


Table 22: School development plans by criteria level (groups two and four only)

Indicator 1.1.1 Percentage of school development plans that meet quality standards					
Criteria	Criteria	Criteria	Criteria	Criteria	Criteria
Priorities are defined according to school needs as shown by self-assessment data	The summary of needs is not available	There is a summary of needs and one priority is related to needs	There is a summary of needs and two priorities are related to needs	There is a summary of needs and three priorities or more are related to needs	There is a summary of needs and all priorities along with vision statement relate meet the needs
Results are related to school priorities	Lack of relevance	one priority is related to needs	two priorities are related to needs	Three priorities or more are related to results	Generally speaking, all priorities are related to needs
Results are well written : -statements are quite clear	Statement for result does not meet any of the above	Statement for result meets one of the above	Statement for result meets two of the	Statement for result meets three of the	Statement for result meets all the above mentioned

-statement describes best the change in ability or performance -statement includes a word that indicates change -statement does not include quality and quantity data	mentioned criteria	mentioned criteria	above mentioned criteria	above mentioned criteria	criteria
Indicators are related to the target results	Lack of relevance	Only one result has a relevant indicator	Two results have relevant indicators	Three results have relevant indicators	All results and their indicators are relevant and there is a mix of quality and quantity indicators
Outputs are well written: - Clear statements - Statement describes achieved activities - Statement does not describe change - Statement does not include quantity and quality data	Statement of output does not meet any of the afore mentioned criteria	Statement of output meets one of the afore mentioned criteria	Statement of output meets two of the afore mentioned criteria	Statement of output meets three of the afore mentioned criteria	Statement of output meets all the afore mentioned criteria
Indicators are related to outputs	Lack of relevance	Some outputs have relevant indicators and there is a mix of quality and quantity indicators, each indicator has a basic value and target.	Half outputs have relevant indicators and there is a mix of quality and quantity indicators, each indicator has a basic value and target.	Majority of outputs have relevant indicators and there is a mix of quality and quantity indicators, each indicator has a basic value and target.	Half outputs have relevant indicators and there is a mix of quality and quantity indicators, each indicator has a basic value and target.
There is a logical connection between activities ,outputs and results	Lack of relevance	Some results have relevant activities and outputs	Half of results have relevant activities and outputs	Majority of results have relevant activities and outputs	All results have relevant activities and outputs
Responsibilities are		Responsibili	Responsibil	Responsibil	Responsibilit

defined with relevance to procedures(activities) intended for implementation	Responsibilities for procedures (activities) are not defined	ties for some procedures (activities) are defined properly	ities for half of procedures (activities) are defined properly	ities for majority of procedures (activities) are defined properly	ies for all procedures (activities) are defined properly
Realistic time table					yes
approved by educational council for cluster schools					yes

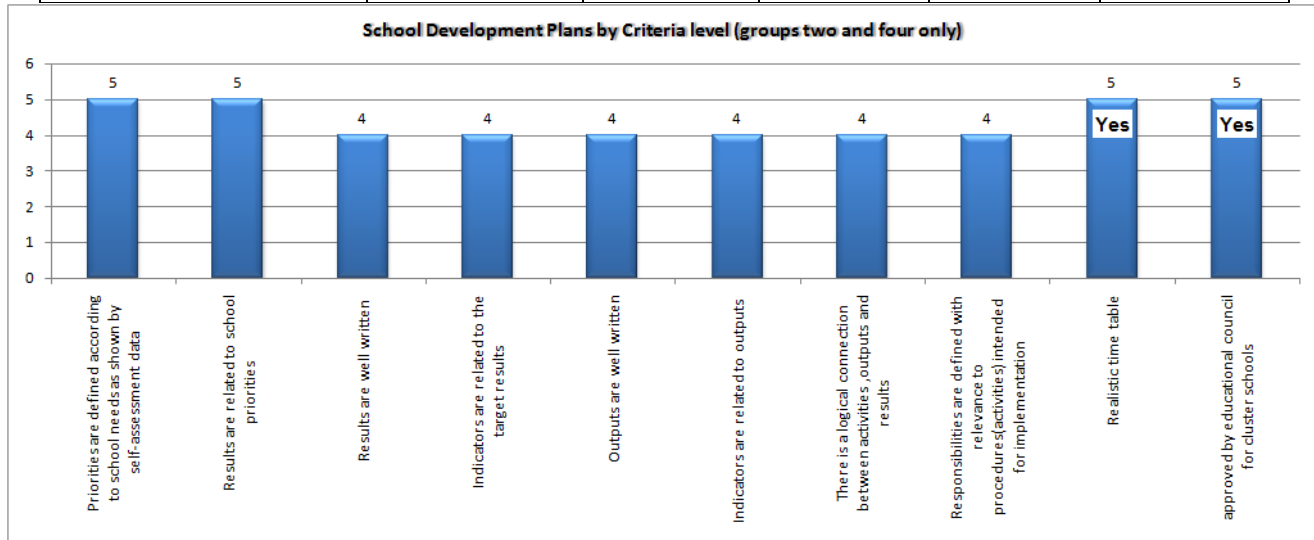
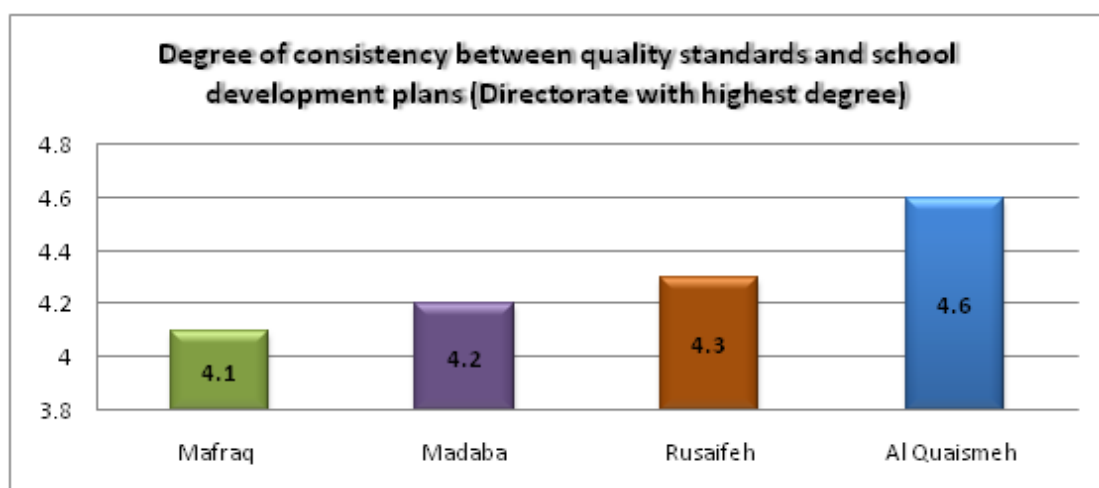
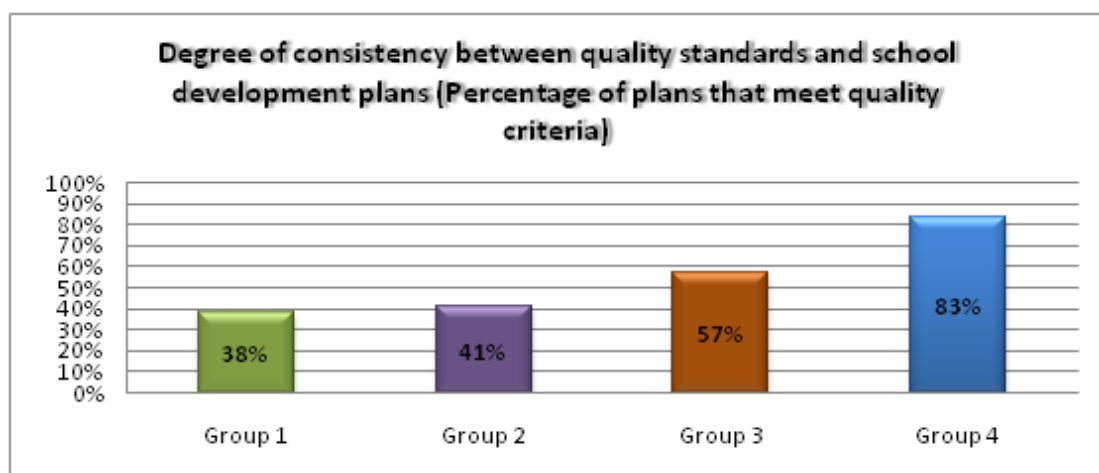


Table 23: Degree of consistency between quality standards and school development plans by group, school type (gender) and directorate that shows highest and lowest degree of consistency

Data resource	School procedural and development plans							
	General degree	Percentage of plans that meet quality criteria (5.0/4.0)	Directorates showing highest degree		Directorates showing lowest degree		Boys' schools	Girls' schools
			Directorate	Degree	Directorate	Degree		
Group 1	3.3	%38	Mafraq	4.1	Jerash	1.9	3.2	3.3
Group 2	3.9	%41	Madaba	4.2	North Mazar	3.5	3.7	4.0
Group 3	3.9	%57	Rusaifeh	4.3	Ein Basha Al	3.4	3.7	4.0
Group 4	4.4	%83	Al Quaismeh	4.6	Ajloun	4.1	4.5	4.4



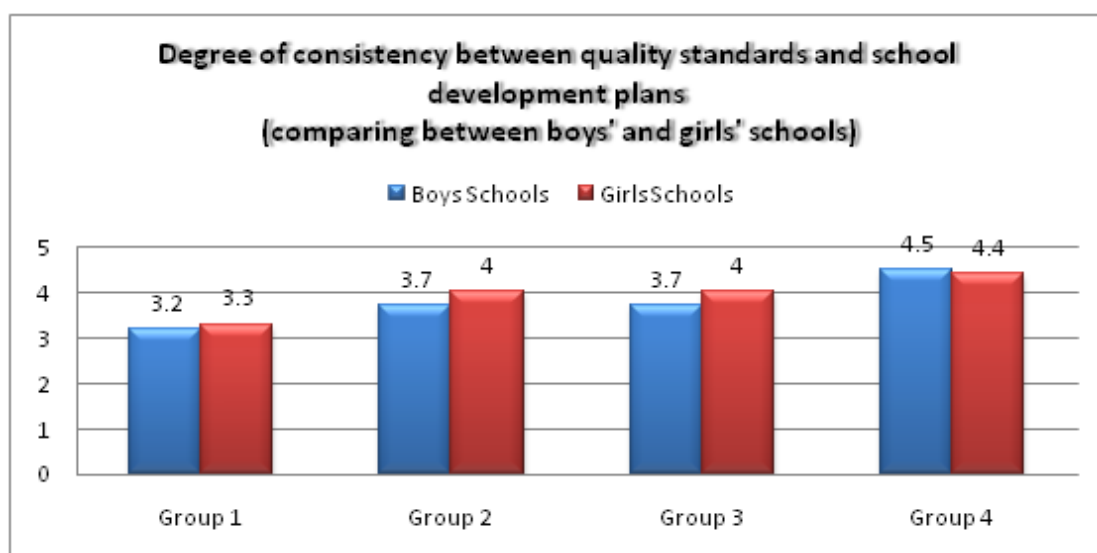
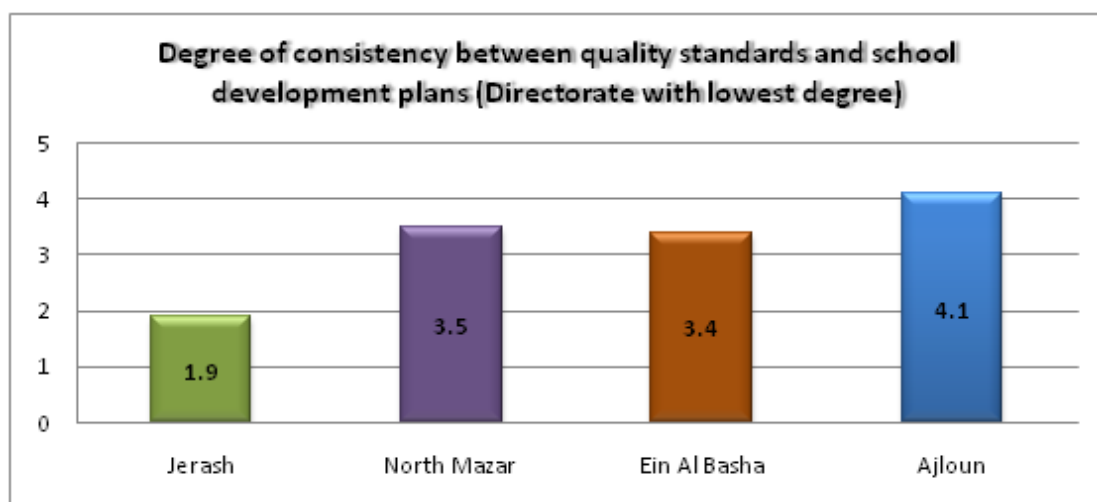
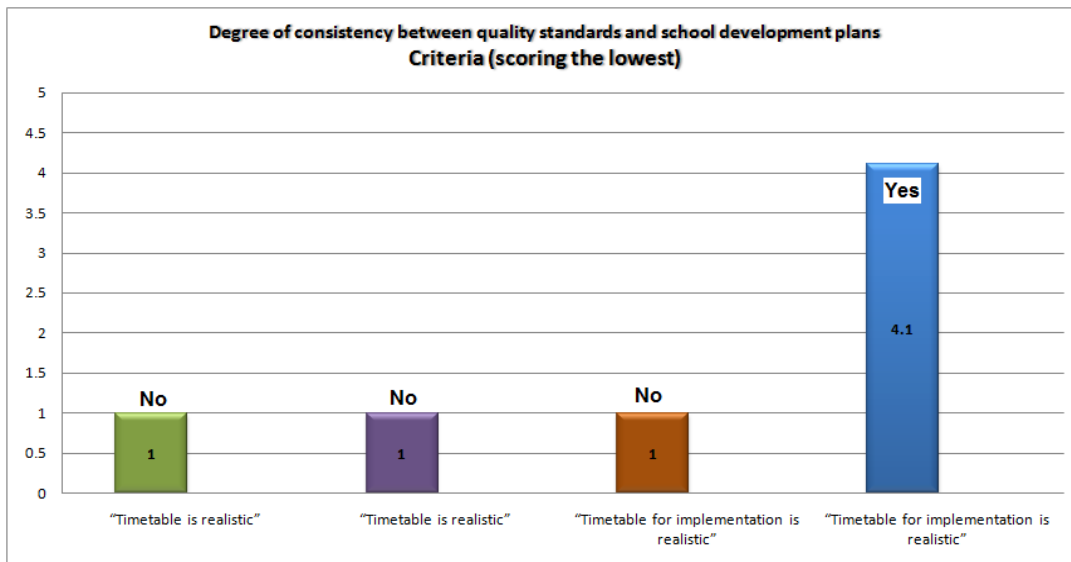
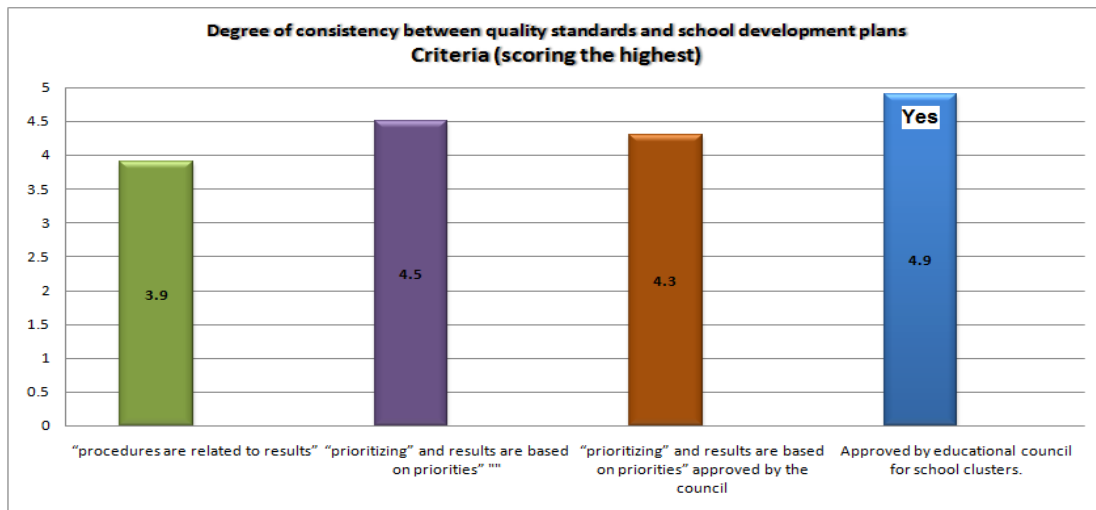


Table 24: Degree of consistency between quality standards and school development plans by criteria and group

Data resource	School development and procedural plans			
	Criteria (scoring the highest)	Degree of highest criteria	Criteria(scoring the lowest)	Degree of lowest criteria
Group 1	“procedures are related to results”	3.9	“Timetable is realistic”	No
Group 2	“prioritizing” and results are based on priorities”	4.5	“Timetable is realistic”	No
Group 3	“prioritizing” and results are based on priorities” approved by the council	4.3	“Timetable for implementation is realistic”	No
Group 4	Approved by educational council for school clusters.	4.9 (Yes)	“Timetable for implementation is realistic”	Yes (4.1)



Considering table 23 and 24, it is noticed that the average of quality degree for school development plans is approximately the same amongst all directorate groups (i.e. group 2, 3 and 4) ranging from (3.9) to (4.4) which is around the targeted degree (4.0/5.0). On the other hand, quality degree for group one seems to be below the target amounting (3.3). As for directorates showing the highest or lowest degree of quality, Quaismeh directorate came at the top (highest degree of quality) while Jerash directorate came to be at the bottom. It is worth mentioning here that speaking of quality degree, girls schools showed higher degree than boys'.

Considering the verbal score rate for this particular indicator, the criterion that states as "*procedures (activities) are related to results*" for group 1 and "*defining priorities*" along with "*results are related to priorities*" plus "*approved by educational council*" for group 3 had shown the highest degrees. However, group 2 scored the highest degree for the criteria that state "*defining priorities*" and "*results are related to priorities*" while group 4 scored the highest degree for the criterion that states "*approved by educational council for school cluster*". Surprisingly, all groups showed the lowest degree for the criterion "*realistic timetable*".

As for the percentage of school development plans that scored a degree of quality amounting 4.0 and above, group 4 came to be the highest of all groups accounting for 83% while group one came to be the lowest accounting for 38%.

Regarding recommendations for this indicator, they mainly focused on capacity building for school development teams for group 1 particularly regarding results based management and the need for capacity building for other groups in issues such as procedural and development plans.

1.1.2 Percentage of directorate development plans that meet quality standards.

The major components of directorate development plans include defining the extent to which school and directorates requirements are being met. These requirements are defined through the self – assessment process performed by directorate staff and local community members. To identify the degree of quality for such plans, a monitoring and evaluation team has evaluated all development plans for the 23 directorates.

The verbal rate scale was utilized for groups one and three while another was used for group two and four and this was due to the fact that group 2 and 4 implement result- based management. Results are shown in table 25 and 26 whereas detailed results are shown in table 23 and 24.

**Table 25: Directorate Development Plans by the Level of criteria
(Only groups: 1 and 3)**

Indicator 1.1.2 : percentage of directorate development plans that meet quality standards					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Priorities are defined according to school needs as shown by self-assessment data	There is no relevance between directorate needs or priorities and school mutual needs.	One of the priorities is relevant to directorate needs and school mutual needs	Two of the priorities are relevant to directorate needs and school mutual needs	Three of the priorities or more are relevant to directorate needs and school mutual needs	All priorities are relevant to directorate needs and school mutual needs
Results are related to priorities	Lack of relevance	One priority is related to results	Two priorities are related to results	Three priorities or more are related to results	All priorities are related to results
Indicators are related to the target results	Lack of relevance	Only one result has a relevant indicator	Two results have relevant indicators	Three results have relevant indicators	All results and their indicators are relevant and there is a mix of quality and quantity indicators
Procedures(activities) are related to results	Lack of relevance	There is relevance between procedures (activities) and results	Half of procedures (activities) are related to results	The majority of procedures (activities) are related to results	All procedures (activities) are related to results
Responsibilities are defined with relevance to procedures(activities) intended for implementation	Responsibilities for procedures (activities) are not defined	Responsibilities for some procedures (activities) are defined properly	Responsibilities for half of procedures (activities) are defined properly	Responsibilities for majority of procedures (activities) are defined properly	Responsibilities for all procedures (activities) are defined properly
Realistic timetable					Yes

approved by educational council for cluster schools	No				
<p>Sensitive to the needs of gender exemplified by the followings:</p> <ul style="list-style-type: none"> - Summary of needs clarifies the difference between girls' and boys' schools. - The language used clarifies the targeted improvement that priorities of development plans seek to achieve for the benefit of boys and girls. - Focus on the gap between girls and boys schools as shown in self-assessment data classified by gender - Addressing school needs and taking into consideration the difference between boys and girls. 	None of the aforementioned criteria meets the plan	Only one of the aforementioned criteria meets the plan	Two of the aforementioned criteria meet the plan	Three of the aforementioned criteria meet the plan	All of the aforementioned criteria meet the plan

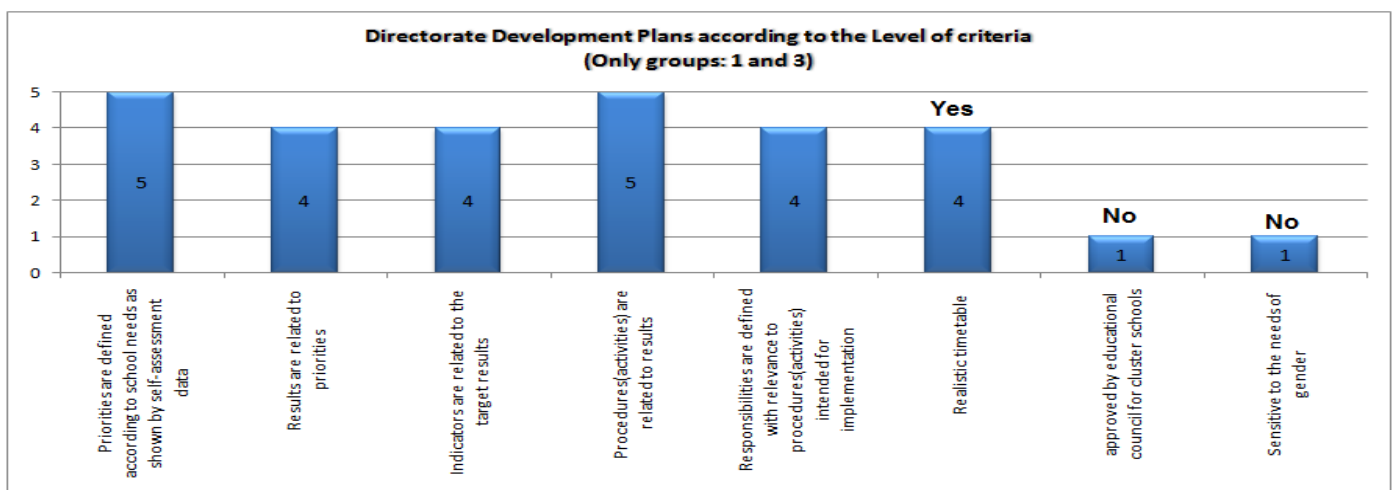


Table No (26): Field directorates' improvement plans by standard level (second and fourth groups of field directorates)

Indicator 2.1.1 Percentage of field directorates' plans which apply quality standards					
Standards	Level 1	Level 2	Level 3	Level 4	Level 5
Prioritizing has been done according to directorates' and schools' needs as mentioned in self-review data	No relations between priorities and directorates\ and schools\ needs	One of the priorities has a relation with directorates\ and schools\ needs	Two of the priorities have a relation with directorates\ and schools\ needs	Three or more of the priorities have a relation with directorates\ and schools\ needs	All priorities have a relation with directorates\ and schools\ needs
Results are related to priorities	No relation	One of the priorities has a relation with the results	Two of the priorities have a relation with the results	Three of the priorities have a relation with the results	All priorities have a relation with the results
Results are written very well: - Clear - Describing a change in ability and performance. - Containing an expression which indicates a change. - Containing no quantitative or qualitative data.	The result does not apply any of the conditions above	The result applies to one of the conditions above	The result applies to two of the conditions above	The result applies to three of the conditions above	The result applies to all conditions above
Indicators meet with the expected results	No relation	Only one result meet with one indicator	Only two results meet with the indicators	Three results meet with the indicators	All results meet with the indicators and there are both quantitative and qualitative indicators.
Outcomes are written very well: - Clear - Describing completed activities. - Describing no changes. - Containing quantitative and qualitative data.	The outcome does not apply any of the mentioned conditions	The outcome applies one of the mentioned conditions	The outcome applies two of the mentioned conditions	The outcome applies three of the mentioned conditions	The outcome applies all of the mentioned conditions
Indicators are related to outcomes	No relation	Some outcomes have their own compatible indicators and there are quantitative and qualitative	Half of the outcomes have their own compatible indicators and there are quantitative and target	Most of the outcomes have their own compatible indicators and there are quantitative and target	All of the outcomes have their own compatible indicators and there are quantitative and target

		indicators, a baseline and one target			
There is a reasonable relation among activities, outcomes and results.	No relation	Some results have activities and relevant outcomes	Half of the results have activities and relevant outcomes.	Most of the results have activities and relevant outcomes.	All of the results have activities and relevant outcomes.
Responsibilities to each activity have been identified.	Responsibilities to each activity have not been identified.	Responsibilities to some activities have been identified.	Responsibilities to half of the activities have been identified.	responsibilities to most of the activities have been identified	Responsibilities to all of the activities have been identified
The schedule is reasonable					yes
The plan has been endorsed by the Council of Educational Development					yes
Taking into account the differences of both males and females (gender) in terms of : - Summarizing needs of females and males schools. - The language used clarifies the improvement done by the development plan for both schools. - Targeting the gap which appeared in males and females schools according to the self-reviewed data which are classified by sex. - Fulfilling schools' needs whether males or females schools.	The plan does not apply any of the above standards	The plan applies one of the above standards	The plan applies two of the above standards	The plan applies three of the above standards	The plan applies all of the above standards

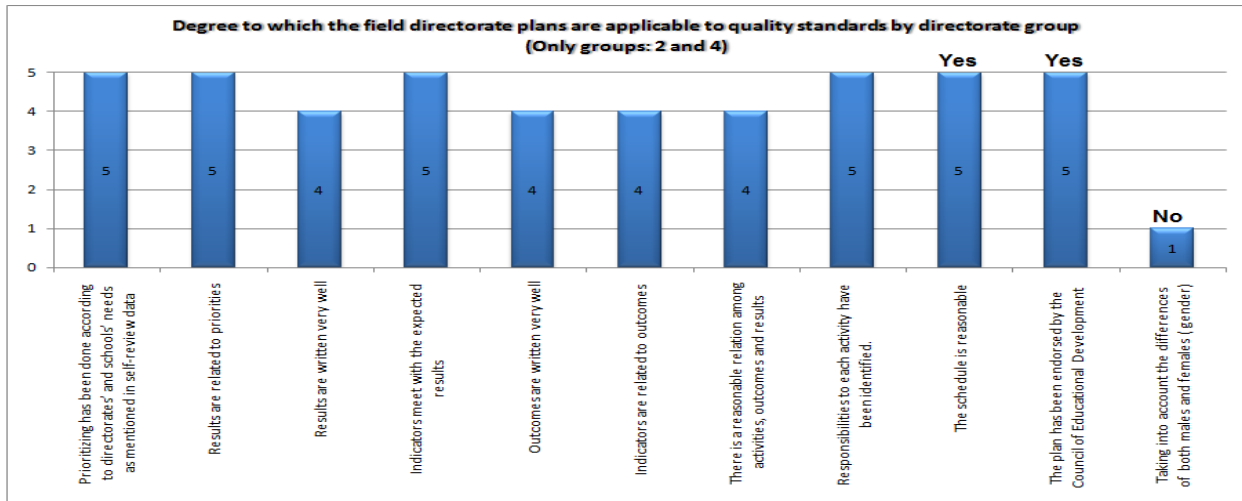
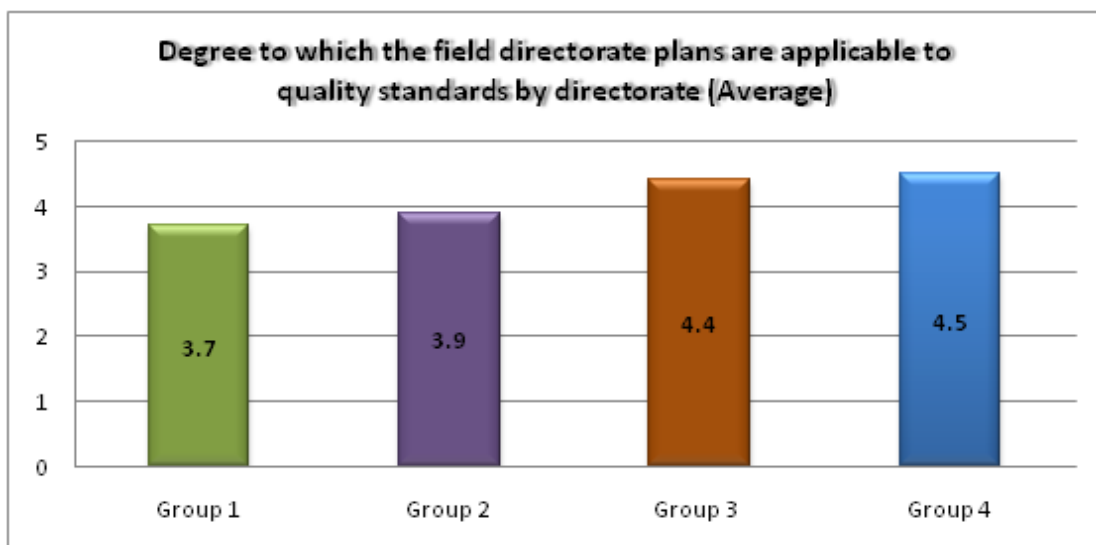
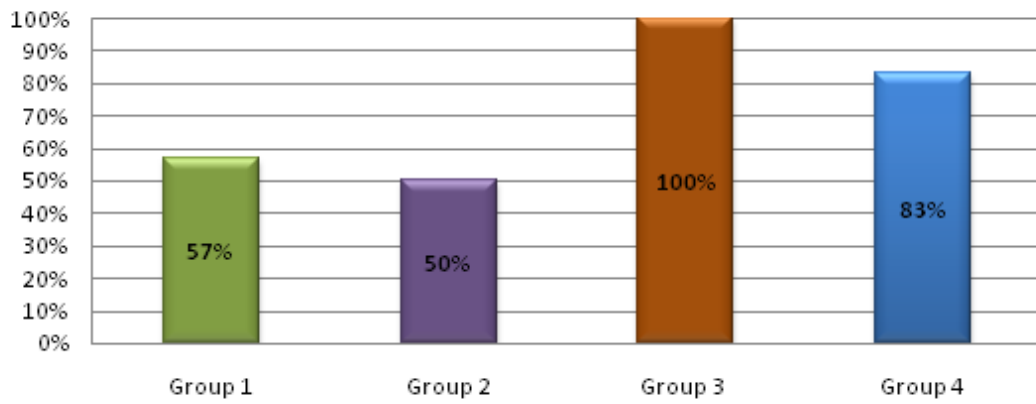


Table No 27: Degree to which the field directorate plans are applicable to quality standards by directorate group, the highest and the lowest standard

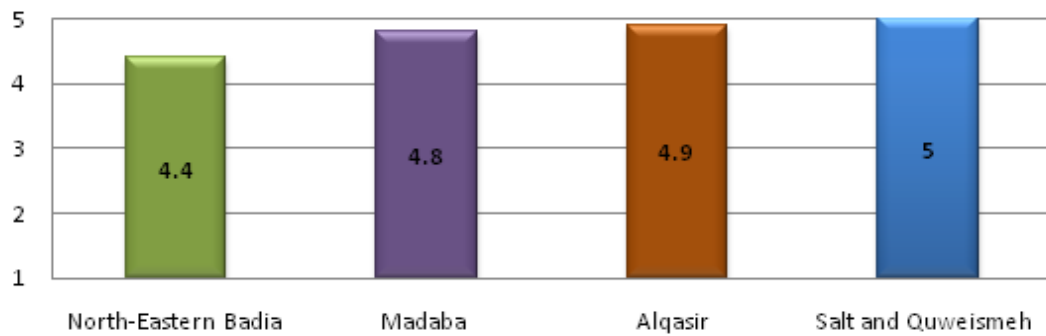
Source of data	Field Directorates' development plans and action plans					
	General degree	Percentage of plans that apply the quality standards (5.0/4.0)	Field Directorate with high degree in applying the quality standards		Field Directorate with low degree in applying the quality standards	
			Directorate	Degree	Directorate	Degree
Group 1	3.7	%57	North-Eastern Badia	4.4	North-Western Badia	1.9
Group 2	3.9	%50	Madaba	4.8	Northern Mazar	3.3
Group 3	4.4	%100	Alqasir	4.9	Marka	4.0
Group 4	4.5	%83	Salt and Quweismeh	5.0	Petra	3.6



Degree to which the field directorate plans are applicable to quality standards by directorate (Percentages of plans meeting standards)



Degree to which the field directorate plans are applicable to quality standards by directorate (Directorates with highest degree)



Degree to which the field directorate plans are applicable to quality standards by directorate (Directorates with lowest degree)

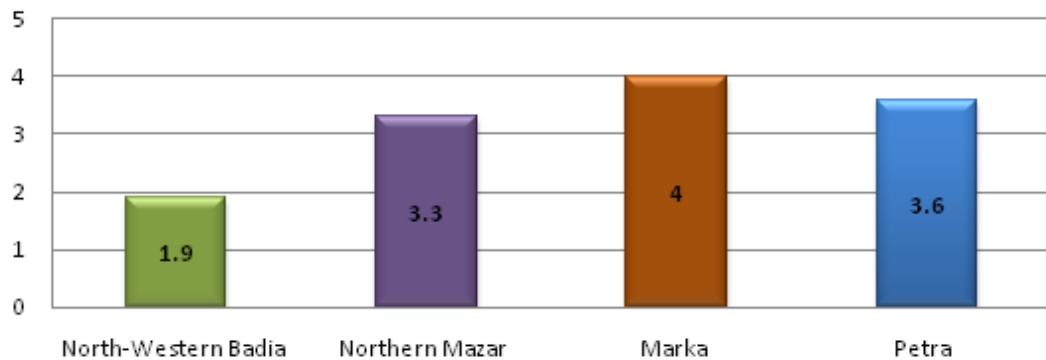
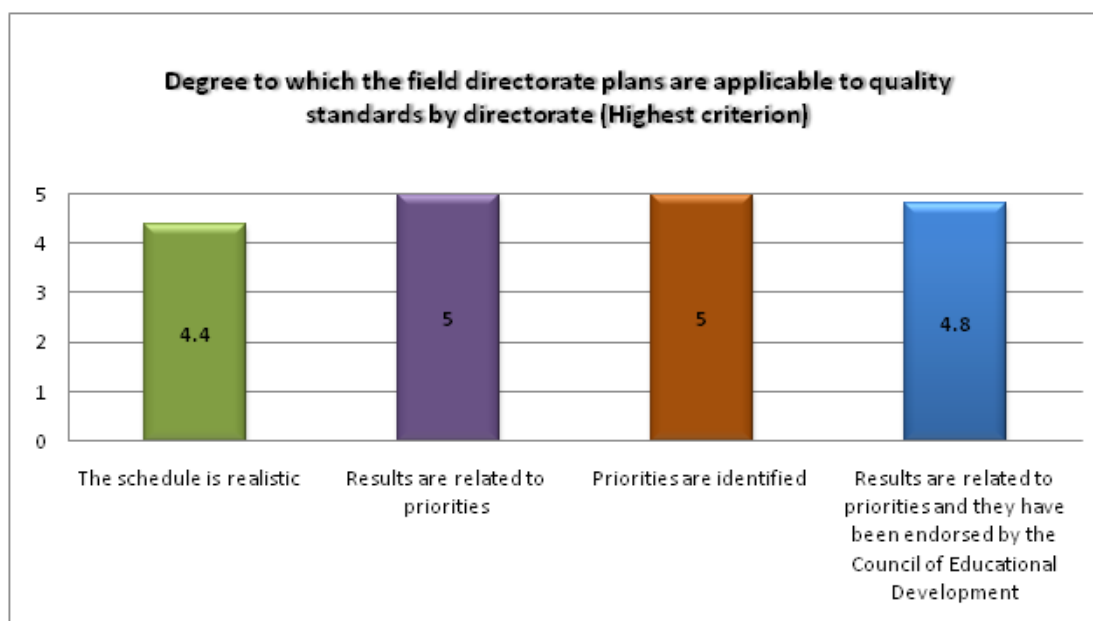
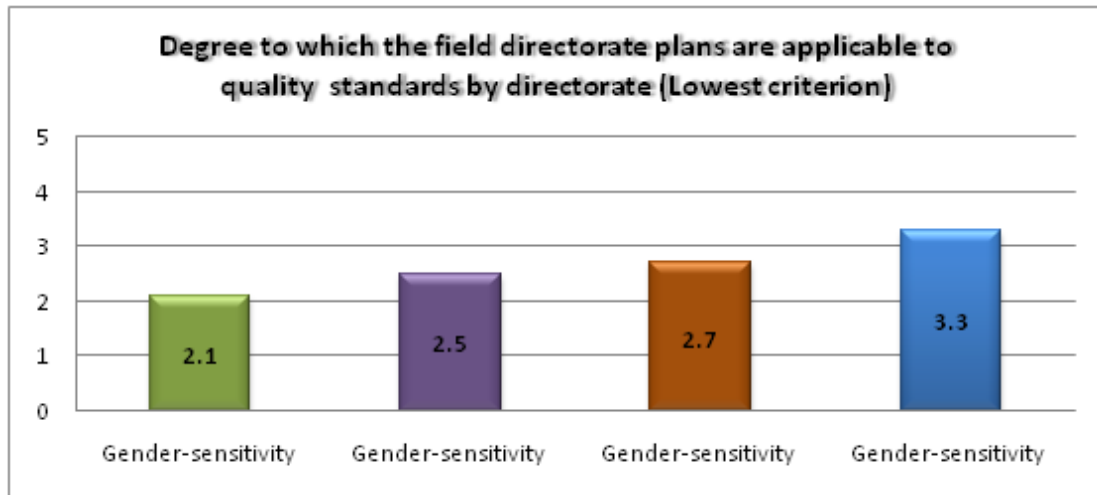


Table No 28: Degree to which the field directorate plans are applicable to quality standards by source of data

Source of data	Field Directorates' development plans and action plans			
The degree of indicators' effectiveness/ 5.00	Highest standard	Degree of the highest standard	Lowest standard	Degree of the lowest standard
Group 1	The schedule is realistic	(4.4) yes	Gender-sensitivity	(2.1) no
Group 2	Results are related to priorities	5.0	Gender-sensitivity	(2.5) no
Group 3	Priorities are identified	5.0	Gender-sensitivity	(2.7) no
Group 4	Results are related to priorities and they have been endorsed by the Council of Educational Development	4.8	Gender-sensitivity	(3.3) no





Tables 27 and 28 show that the degree of quality for field directorate plans in groups 2, 3, 4 range from 3.9 to 4.5 which is around the targeted degree (4.0\5.0) whereas the degree of quality in group 1 has scored 3.7 which is below the targeted degree .Regarding schools with high and low degree in applying the quality standards, Salt and Quweismeh have scored the highest degree while North-Eastern Badia has scored the lowest.

Among the first and third groups, the third one has scored the highest in the following two standards: “The schedule is realistic “and the “Priorities are identified”.

Regarding the rubric scale of this indicator, the first groups scored the highest degree in the standard of “The schedule is realistic” and the third group scored the highest degree in the standard “Priorities are identified”. The second the fourth groups scored the highest degree in the standard “Results are correlated to priorities”. What is arousing concern is that the standard of the gender-sensitivity scored the lowest degree in all groups despite the utilization of a language that takes into consideration the gender issues. However, the data in most cases was not categorized by sex and the developmental activities were not responsive to students' learning needs.

Regarding the percentage of school developmental plans, the third group recorded the highest quality level (4) at 100%, whereas the second group got the lowest at a percentage of 50%.

The recommendations stressed the need for capacity building of result-based management in the first group directorates, and to continue capacity building efforts in other groups and translate this into effective developmental planning and procedures. It was also recommended to use data categorized by sex.

1.1.3 Percentage of directorate development plans that meet quality standards.

This indicator was not measured.

1.1.4 Number of initiatives publishing data on SDDP by communication strategy.

No initiatives so far.

1.1.5 Number of school development plans prepared according to approved model by SDDP

2078 schools in 23 directorates prepared their development plans ,distributed in 824 schools in 7 directorates in the first group,245 schools in 4 directorates in the second group,503 schools in 6 directorates in the third group and 506 schools in 6 directorates in the fourth group.

1.1.6 Efficiency degree of school development plans' preparation from perspective of school leaderships

The monitoring and evaluation teams held meetings with the school development teams to examine their view points on the efficiency of the school development plans' preparation. During these meetings, the rubric scale which consists of 6 standards was used to measure this indicator. These standards covered all stages of the plans' preparation starting from designing to submitting them to the educational council of the school cluster. Table 29 shows the results of standards' level while the results in details are explained in table 30.

Table (29): Efficiency degree of school development plans' preparation from perspective of school leaderships, by standard level

Indicator 1.1.6: Efficiency degree of school development plans' preparation from perspective of school leaderships					
Standard	Level 1	Level 2	Level 3	Level 4	Level 5
Formation of school development team	School development team has not been formed	The school principal has formed the school development team but the team does not work.	The school principal has formed the school development team without referring criteria like willingness and efficiency. The team consists of the school principal and four teachers.	The school principal has formed the school development team according to willingness and efficiency. The team consists of the school principal and four teachers.	The school development team has been formed according to willingness and efficiency. The team consists of the school principal and four teachers.
Readiness (leadership, community partnership , gender ,SDDP)	The school principal has not attended any training program	The school principal has attended some training programs	The school principal has attended all training programs and s/he has not informed the school community about them.	The school principal has attended all training programs and s/he has informed the school community about them	The school principal has attended all training programs and s/he has informed the school community about them .s/he has transferred such knowledge to all stakeholders at school.
Self review (collecting data concerned with performance throughout the program's questionnaires.	Self review has not been done	Self review has been done without following SDDP's methodology	Self review has been done through following SDDP's methodology .It has been implemented on teachers.	Self review has been done through following SDDP's methodology .It has been implemented on teachers as well as students.	Self review has been done through following SDDP's methodology .It has been implemented on teachers, students as well as local community.
Prioritizing needs	Needs have not been prioritized	Needs have been prioritized from the school principal's view and without referring to the self review results.	Needs have been prioritized by levels resulted from the self review. Priorities have been chosen randomly without referring to the levels.	Needs have been prioritized by the levels resulted from reviewing. Priorities have been chosen from levels 1+2	Needs were prioritized by the levels resulted from the review. Priorities have been chosen according to SDDP criteria

Designing school development plan	School development plan has not been designed	School development plan has been designed without referring the SDDP methodology	School development plan has been designed in cooperation with some teachers who are not necessarily members of the school development team.	School development plan has been designed according to SDDP methodology in cooperation with teachers who are members of the school development team.	School development plan has been designed according to SDDP methodology in cooperation with teachers who are members of the school development team and other coordinating teams.
Sharing school development plan with the educational council of school clusters	The council has not seen or sign the plan	The head of the council has seen the plan and signed it	The members of the council have seen and signed the plan without discussing it.	The members of the council have seen and signed the plan after discussing it	The members of the council have seen and signed the plan after discussing it. The council has written notes and send them as a feed back to the school principal.

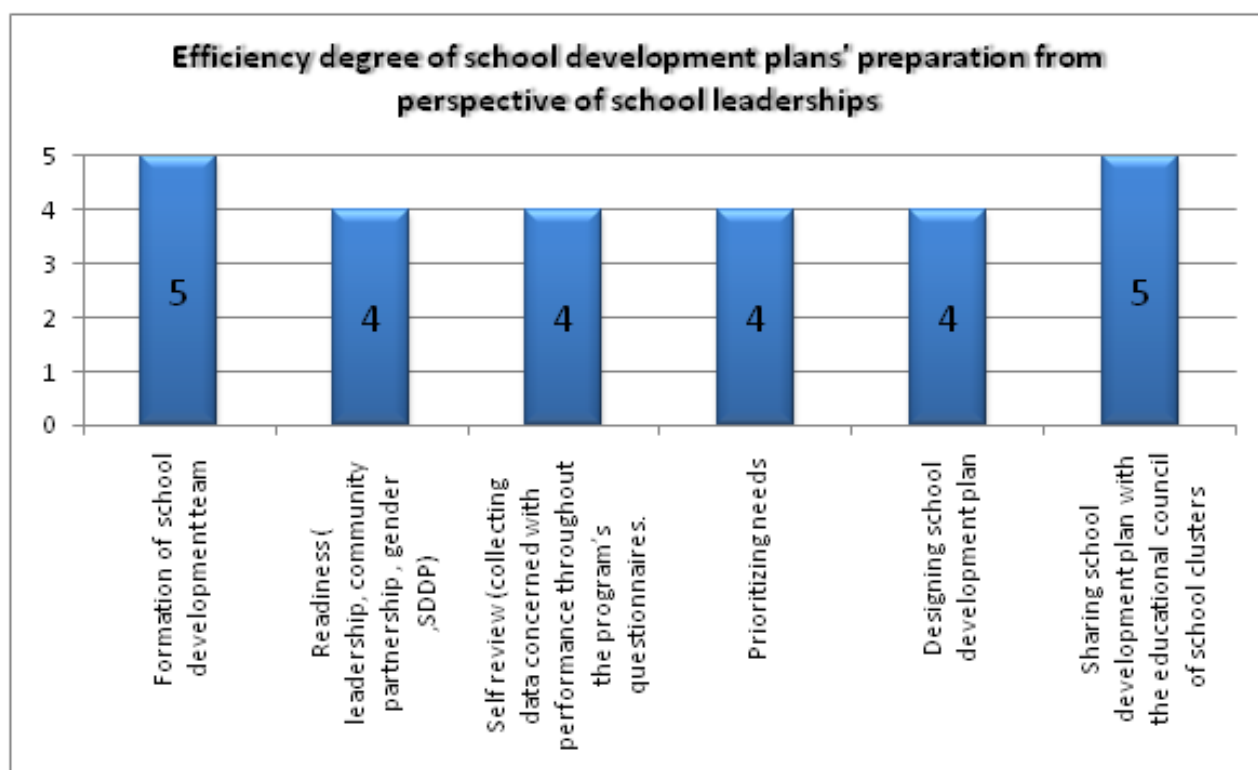
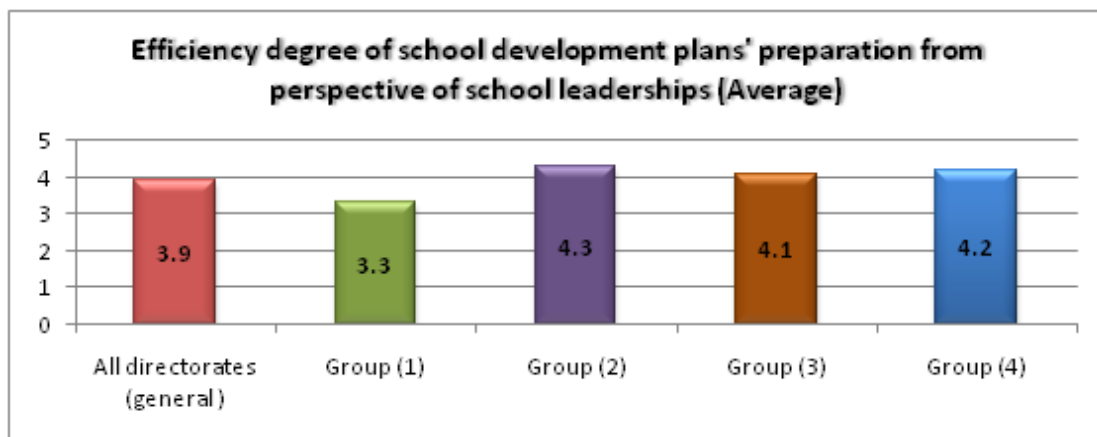


Table (30): Efficiency degree of school development plans' preparation from perspective of school leaderships, by directorate group, sex and standard

Source of data	School development team						
	General degree	Highest degree standard		Lowest degree standard		Males' school	Females' school
		Standard	Degree	Standard	Degree		
All directorates (general)	3.9	“Formation of school development team”	4.5	“Sharing school development plan with the educational council of school clusters”	2.9	3.8	4.1
Group (1)	3.3	“Formation of school development team”	4.3	“Sharing school development plan with the educational council of school clusters”	2.2	3.0	3.6
Group (2)	4.3	“Formation of school development team”	4.8	“Sharing school development plan with the educational council of school clusters”	3.4	4.1	4.6
Group (3)	4.1	“Comprehensive self-review”	4.7	“Sharing school development plan with the educational council of school clusters”	2.9	3.9	4.3
Group (4)	4.2	“Comprehensive self-review”	4.6	“Sharing school development plan with the educational council of school clusters”	3.3	4.2	4.3



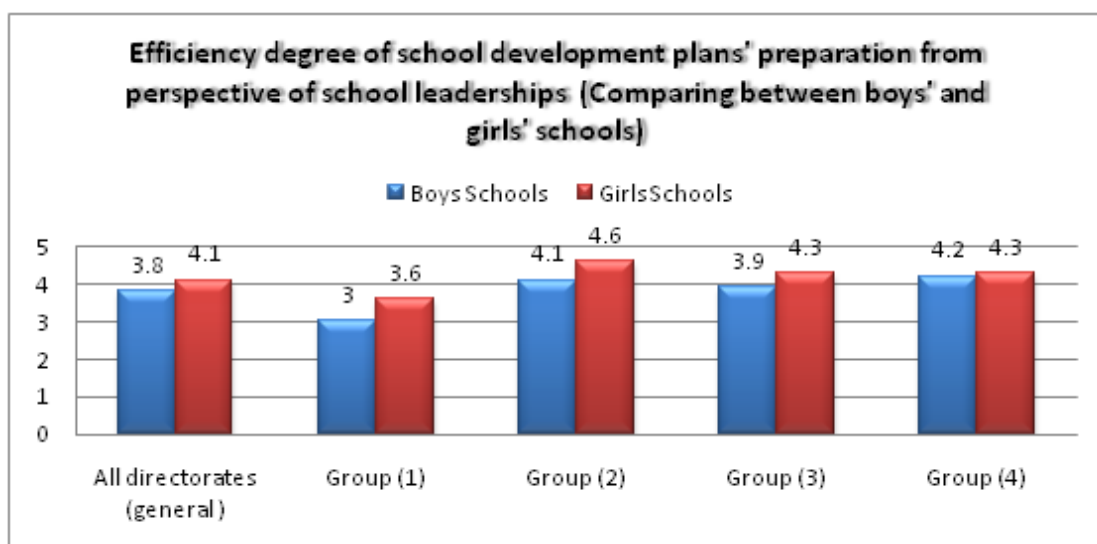
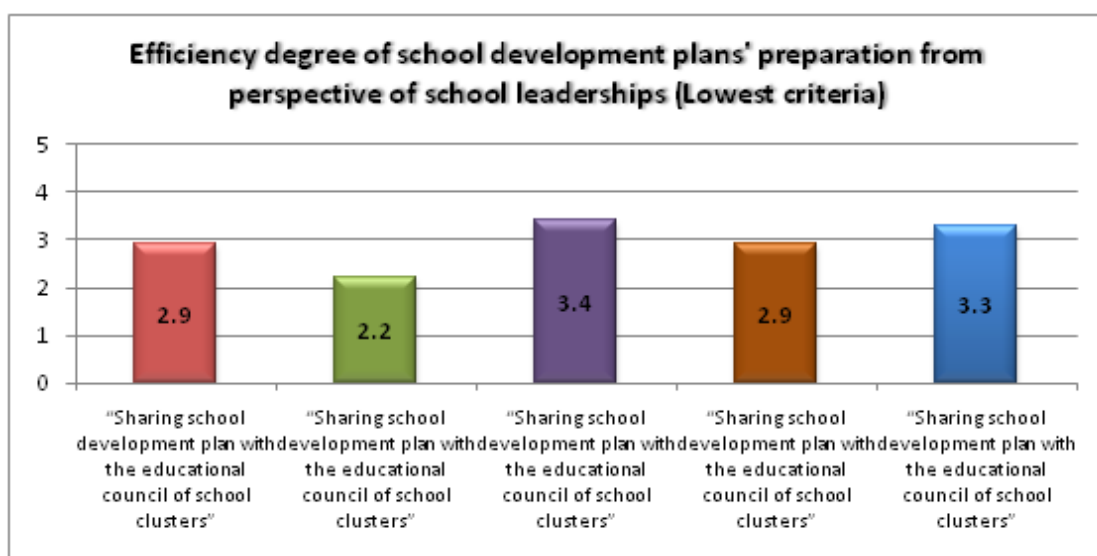
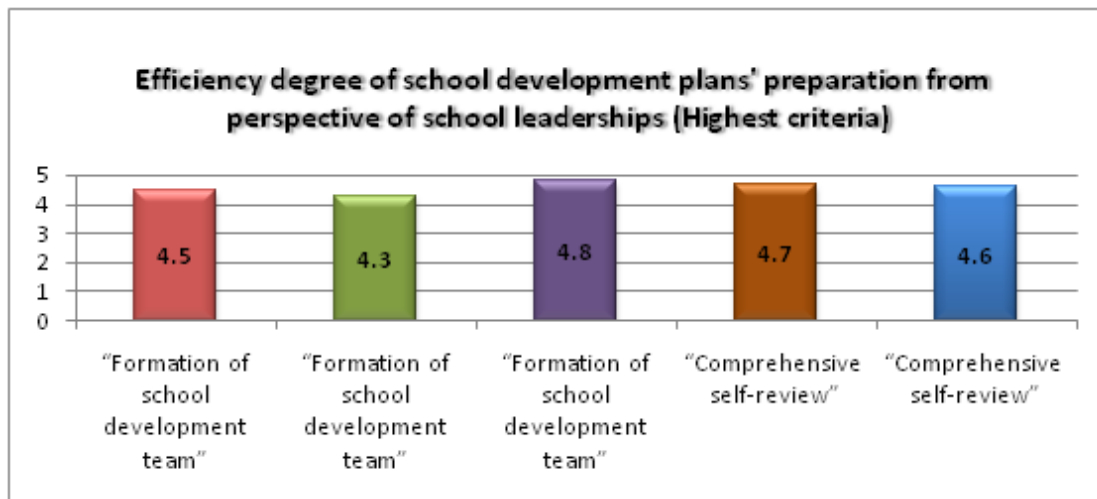


Table (30) shows that the efficiency degree for all directorates was (3.9) which is very close to the target degree (4%-5%), and that the females' degree was higher (4.1) than the boys' degree (3.8). The two standards: the "Formation of school development team" and "Comprehensive self-review" recorded the highest grades while the standard of "Sharing school development plan with the educational council of school clusters" got the lowest. The school development teams pointed out that there was not enough time to prepare their developmental plans and they stressed the importance of the effectiveness of the computerized software which was used in data collection and analysis in order to identify needs.

It was recommended to select members of school development teams according to their competency, willingness to work and motivation. These standards also apply to standards of selecting members of the educational councils from the local community. It is also imperative to clarify and identify roles and responsibilities of all stakeholders in the educational process. Moreover, self-review questionnaires should be evaluated to take into account all levels of targeted groups.

1.1.7 Number of education directorates' development plans prepared according to approved model by SDDP

23 education directorates prepared their developmental plans in the first, second, third and fourth groups.

1.1.8 Efficiency degree of school development plans' preparation from the perspective of school leaderships in education directorates

To identify the efficiency degree of school development plans' preparation, the evaluation team held two meetings with two different sources: the educational supervisors and the directorate development teams in order to find out their views concerning the efficiency degree of the directorate development plans' preparation. During these meetings, the rubric scale which consists of 7 standards was used to measure this indicator. These standards covered all stages of the plans' preparation starting from designing to submitting them to the educational council of the directorate. Table 31 shows the results of standards' level by educational supervisors and table 32 shows the results of standards levels by directorate development teams, while the results in details are explained in table 33.

Table (31): Efficiency degree of school development plans' preparation from perspective of school leaderships, by standard level "educational supervisors"

Indicator 1.1.8 Efficiency degree of school development plans' preparation from perspective of school leaderships in education directorates					
Standards	Level 1	Level 2	Level 3	Level 4	Level 5
Formation of directorate development team	directorate development team has not been formed	The directorate team has been formed according to SDDP requirements. The coordinating teams have not been formed.	The directorate team has been formed according to SDDP requirements. The team coordinating members have been selected by efficiency and willingness.	The directorate team has been formed according to SDDP requirements. The team coordinating members have been selected only by	The directorate team has been formed according to SDDP requirements. The team coordinating members have been selected according to efficiency and willingness.

				efficiency.	
Readiness (leadership, community partnership , gender, SDDP)	None of the directorate development team members participate in any training program	Members of the directorate development teams participated in related training programs	Members of the directorate development teams participated in all related training programs, but they did not make other members aware of the program	Members of the directorate development teams participated in all related training programs, and they made other members aware of the program	Members of the directorate development teams participated in all related training programs, they made other members aware of the program and transferred the impact of training to all stakeholders in the education directorate
Identifying directorates schools' needs	Common ' needs were not identified	Directorate's development team estimated schools' common needs without referring to schools' self-review data	Directorate's development team examined samples of schools' self-review data upon which they identify common schools' needs	Directorate's development team examined samples of schools' self-review data upon which they identify common schools' needs	Directorate's development team examined samples of schools' self-review data upon which they identify common schools' needs in cooperation with the Division of educational supervision
Self-review was made to identify directorate's needs	The directorate did not make the self-review	The directorate made the self-review without implementing SDDP methodology, and needs were identified on the basis of the directorate's development team the experience	The directorate made the self-review on the basis of the SDDP methodology, and needs were identified according to the results	The directorate made the self-review on the basis of the SDDP methodology but implemented it on school principals and directorate's staff only, and needs were identified according to the results	The directorate made the self-review on the basis of the SDDP methodology but implemented it on school principals ,directorate's staff and members of the local community, and needs were identified according to the results

Categorizing needs and identifying priorities	Needs were not categorized according to their priority	Needs were categorized according to their priority from the perspective of the directorate development team without abiding to the self-review results	Needs were categorized according to their priority from the perspective of the directorate development team by self-review results, but priorities were identified randomly without abidance to approved levels	Needs were categorized by the self-review results, and priorities were identified with abidance to approved levels (1+2)	Needs were categorized by the self-review results, and priorities were identified with abidance to approved standards by the SDDP
The directorate's development plan was developed	The directorate's development plan was not developed	The directorate's development plan was developed without abidance to SDDP methodology	The directorate's development plan was developed with participation of some members of the education directorate	The directorate's development plan was developed with participation of all members of the education directorate development team	The directorate's development plan was developed with participation of all members of the education directorate development team and domains' team coordinators
Sharing the directorate development plan with the educational development council	The educational council was not informed of the directorate's development plan nor its chairman signed it	The directorate's development plan was endorsed and signed by the educational council chairman who was informed of it previously	The council was informed of the directorate development plan, its chairman endorsed and signed it without discussion	The council was informed of the directorate development plan, its chairman endorsed and signed it without discussion	The council was informed of the directorate development plan, its chairman endorsed and signed it without discussion, and remarks were documented by the council besides providing the directorate with written feedback

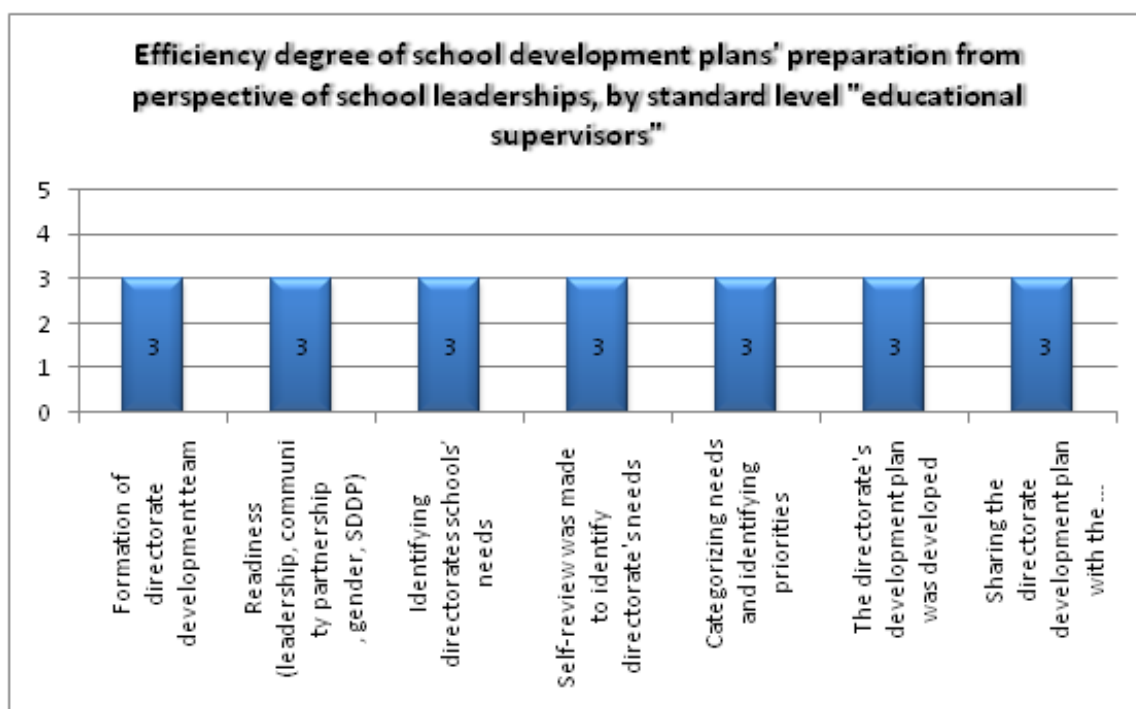


Table (32): Efficiency degree of directorate development plans' preparation from perspective of school leaderships, by standard level "directorate development team"

Indicator 1.1.8: Efficiency degree of directorate development plans' preparation from perspective of school leaderships					
Standards	Level 1	Level 2	Level 3	Level 4	Level 5
The directorate development team was formed	The directorate development team was not formed	The directorate development team was formed according to SDDP requirements, but the domains' team coordinators were not formed	The directorate development team was formed according to SDDP requirement, and the domains' team coordinators were formed without taking into account the standards of willingness and competency	The directorate development team was formed according to SDDP requirements, and the domains' team coordinators were formed taking into account the standard of competency only	The directorate development team was formed according to SDDP requirements, and the domains' team coordinators were formed taking into account the standards of willingness and competency

Readiness(leadership, community partnership, gender and SDDP)	None of the directorate development team members participated in any training program	Members of the directorate development team participated in some related training programs	Members of the directorate development teams participated in all related training programs, but they did not make other members aware of the program	Members of the directorate development teams participated in all related training programs, and they made other members aware of the program	Members of the directorate development teams participated in all related training programs, they made other members aware of the program and transferred the impact of training to all stakeholders in the education directorate
Identifying directorates common schools' needs	Common schools' needs were not identified	Directorate's development team estimated schools' common needs without referring to schools' self-review data	Directorate's development team examined samples of schools' self-review data upon which they identify common schools' needs	Directorate's development team examined samples of schools' self-review data upon which they identify common schools' needs	Directorate's development team examined samples of schools' self-review data upon which they identify common schools' needs in cooperation with the Division of educational supervision
Self-review was made to identify directorate's needs	The directorate did not make the self-review	The directorate made the self-review without implementing SDDP methodology, and needs were identified on the basis of	The directorate made the self-review on the basis of the SDDP methodology, and needs were identified according to the results	The directorate made the self-review on the basis of the SDDP methodology but implemented it on school principals and	The directorate made the self-review on the basis of the SDDP methodology but implemented it on school principals ,directorate's staff and

		the directorate's development team the experience		directorate's staff only, and needs were identified by the results	members of the local community, and needs were identified by the results
Categorizing needs and identifying priorities	Needs were not categorized by their priority	Needs were categorized by their priority from the perspective of the directorate development team without abiding to the self-review results	Needs were categorized by their priority from the perspective of the directorate development team byte self-review results, but priorities were identified randomly without abidance to approved levels	Needs were categorized byte self-review results, and priorities were identified with abidance to approved levels (1+2)	Needs were categorized by the self-review results, and priorities were identified with abidance to approved standards by the SDDP
The directorate's development plan was developed	The directorate's development plan was not developed	The directorate's development plan was developed without abidance to SDDP methodology	The directorate's development plan was developed with participation of some members of the education directorate	The directorate's development plan was developed with participation of all members of the education directorate development team	The directorate's development plan was developed with participation of all members of the education directorate development team and domains' team coordinators
Sharing the directorate development plan with the educational development council	The educational council was not informed of the directorate's development plan nor its chairman signed it	The directorate's development plan was endorsed and signed by the educational council chairman who was informed of it previously	The council was informed of the directorate development plan, its chairman endorsed and signed it without discussion	The council was informed of the directorate development plan, its chairman endorsed and signed it without discussion	The council was informed of the directorate development plan, its chairman endorsed and signed it without discussion, and remarks were

					documented by the council besides providing the directorate with written feedback.
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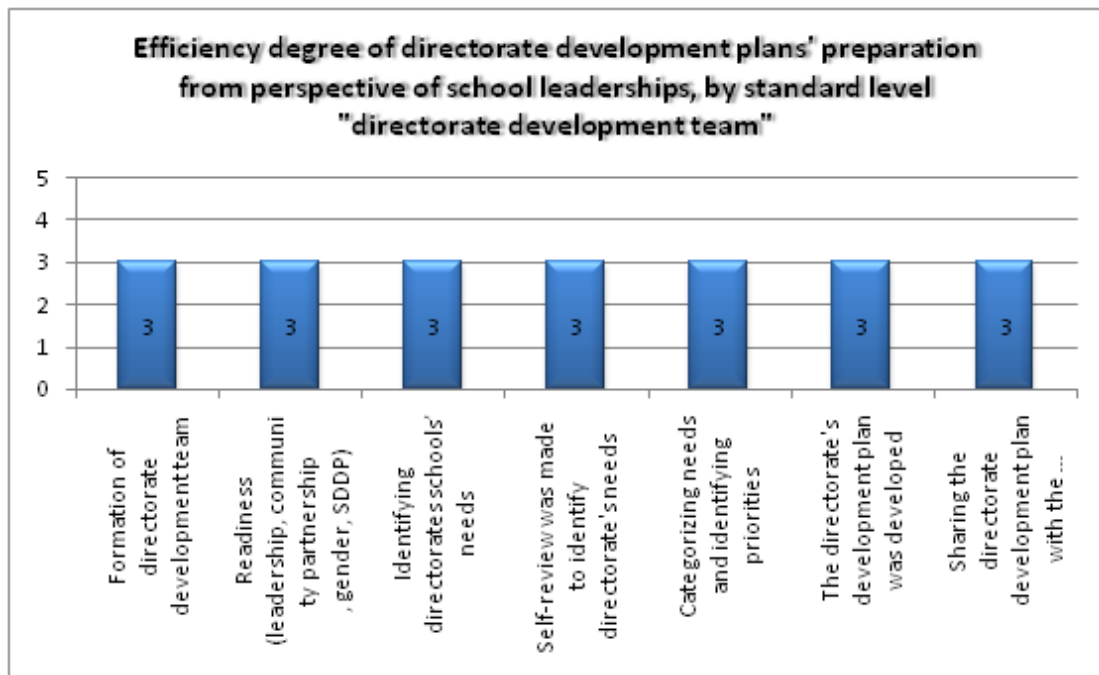
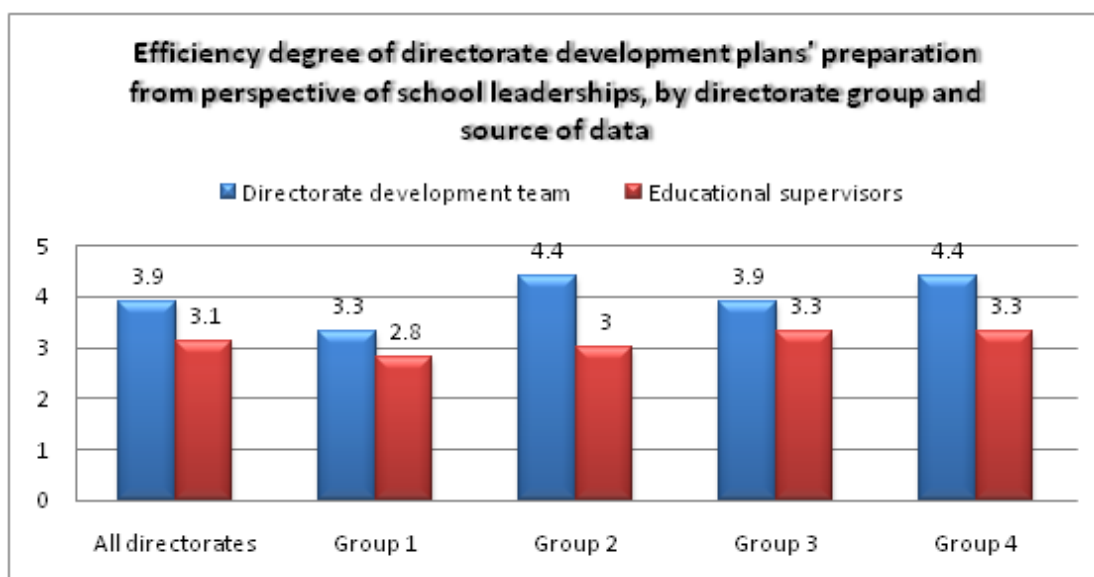


Table (33): Efficiency degree of directorate development plans' preparation from perspective of school leaderships, by directorate group and source of data

Source of data	Directorate development team	Educational supervisors
Indicator efficiency degree	Degree	Degree
All directorates	3.9	3.1
Group 1	3.3	2.8
Group 2	4.4	3.0
Group 3	3.9	3.3
Group 4	4.4	3.3



When the rubric scale was applied for this indicator, table (29) shows that, the efficiency grade estimated by the educational supervisors (3.1) was lower than that grade given by the directorate development team (3.9).

The reason behind this is that the supervisors do not participate in the development plans' preparation although some of them take part in the SDDP training programs and some of them are not satisfied with the requirements of their new role as identified in the SDDP. However, the directorate development teams participate in all stages of the SDDP and are able to give the appropriate and in depth evaluation.

Regarding the recommendations, it is imperative to review the items of self-review questionnaires to be consistent with the tasks of different job positions and descriptions. It was also recommended to activate the role of educational development councils in the directorate development plans' preparation and implementation.

1.1.9 Percentage of applied recommendations from overall results concluded from the SDDP review processes.

The comprehensive review has not yet been finalized and thus no recommendations are concluded.

Direct Result 2.1

A system of responsive policies for school and education directorates' needs and consistent with their development plans and approved accountability mechanisms (Accountability)

Indicators:

- 2.1.1 Degree of stakeholders' satisfaction with the monitoring and evaluation reports on SDDP.
- 2.1.2 Degree of stakeholders' satisfaction with the MoE policies system relating to SDDP.
- 2.1.3 Degree of benefit from the monitoring and evaluation recommendations relating to continuous implementation and improvement of the SDDP.

2.1.1 Degree of stakeholders' satisfaction with the monitoring and evaluation reports on SDDP:

As explained in 2.2.1 the Division of Monitoring and Evaluation/Managing Directorate of Planning and Educational Research designed the SDDP general framework in cooperation with the Managing Directorate of Educational Training Centre. It also set some activities including M&E

capacity building through holding training workshops and collecting data on selected indicators to prepare its second M&E report on SDDP. The Division will conduct a study on the degree of satisfaction of targeted groups after issuing the second M&E report on SDDP in the last quarter of 2013.

It is worth mentioning that the Division faces some difficulties relating to the lack of qualified staff, limited financial resources in addition to the lack of full-time coordinators in the field to work on the tasks of monitoring and evaluation.

2.1.2 Degree of stakeholders' satisfaction with the MoE policies system relating to SDDP

The committee of policies and planning which was formed by the Ministry in September 2011 (comprising members from the Managing Directorate of Planning and Educational Research and the Managing Directorate of Educational Training Centre) reviewed the educational policy document general framework to identify policies supporting the SDDP. It also submitted its recommendations on required procedural policies to be introduced or modified to ensure the SDDP institutionalization and sustainability.

This indicator will be measured after approval and implementation of the updated educational policy general framework.

2.1.3 Degree of benefit from the monitoring and evaluation recommendations relating to continuous implementation and improvement of the SDDP

This indicator will be measured after issuance of the second M&E report in the last quarter of 2013.

Direct Result 2.2: Increase of sustainable financial assistance provided by the Ministry to support school and directorate development plans' implementation

Indicators

- 2.2.1 Percentage of schools and directorates development plans and activities' implementation through MoE financing.
- 2.2.2 Amount of financial support allocated by Moe's annual budget finance school and directorate development plans' implementation.
- 2.2.3 Number of schools and education directorates that received grants from MoE annual budget.

2.2.1 Percentage of schools and directorates development plans and activities' implementation through MoE financing

The percentage was (zero) as no activity was implemented because of the Ministry's delay in delivering approved grants until June 2013.

2.2.2 Amount of financial support allocated by Moe's annual budget finance school and directorate development plans' implementation

The amount allocated within the SDDP budget reached JD250, 000.

2.2.3 Number of schools and education directorates that received grants from MoE annual budget

The needed financial support was provided through USAID to ensure the SDDP implementation in addition to financial allocations from the Ministry's budget to implement

development plans for the first group. The Ministry delivered grant for 824 schools and 7 directorates in June 2013.

2.3 Outputs

Output (1.1.1): A well-prepared communication strategy for SDDP Indicators

1.1.1.1: A well-prepared communication strategy for SDDP:

A communication strategy was prepared for SDDP within ERfKE II to strengthen ties at the three levels: the Ministry Centre, education directorates and schools. A strategic communication plan was set over the coming five years including a comprehensive methodology to enhance communication, highlight ERfKE II achievements, focusing on SDDP and strengthening ties of the Ministry Centre and the directorates with all concerned groups, the mass media, financiers, educational development councils and the local community.

This strategy also includes an executive plan for capacity building at the Ministry in the domain of communication to support sustainable efforts, active information flow through the three levels of the educational system. Moreover, the strategy calls to disseminate stories of SDDP success in education directorates to get all needed support for the program from all stakeholders.

Output (2.1.1): Coaching of communication team at the Ministry Centre, heads of the Media Divisions at the education directorates and educational councils' members on communication skills and media relations management with the partners

Indicators

2.1.1.1 Number of trainees on the strategic communication skills with the partners:

The communication strategy was approved in the second half of 2012, the training manuals were prepared and a group of MOE staff were trained including members from: the Managing Directorate of Media Management and Community Communication, the Help Desk Division and members from the Electronic Website Division at Queen Rania Centre for Education Technology and Information. The training manuals were tried on a sample of specialized directors at the Ministry Centre within a training manual for higher management and an awareness session was held on this strategy for the heads of Media Management and Community Communication Divisions at the education directorates.

Output (3.1.1): A result-based trained staff at the school and directorate level trained on preparation and implementation of school development plans that are gender-sensitive and an outcome of community involvement

Indicators

1.1.3.1 Number of people trained on the SDDP.

1.1.3.2 Number of people trained on leadership skills.

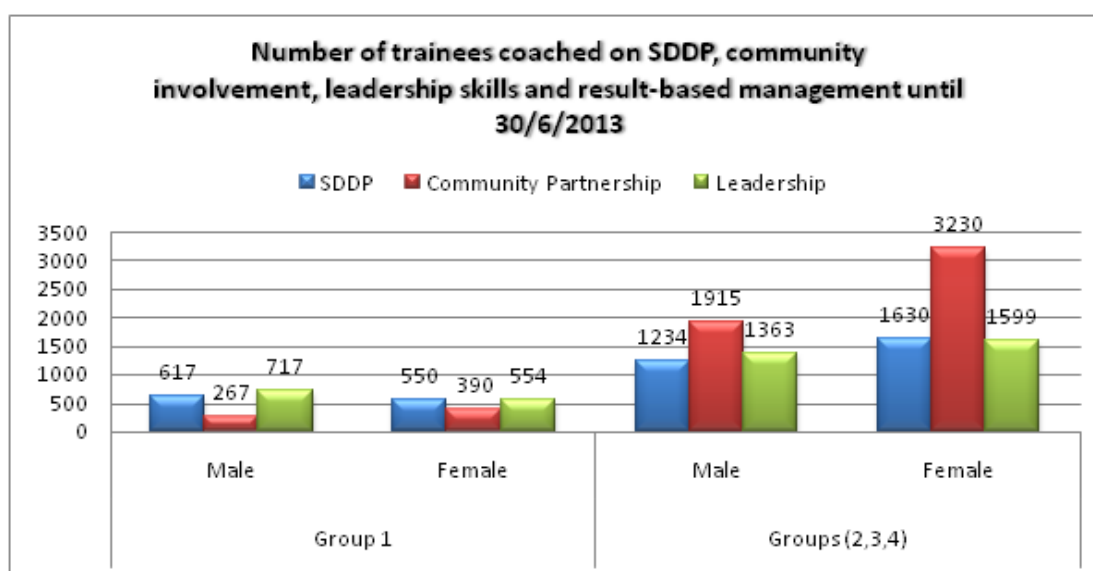
1.1.3.3 Number of members of the local community and educational councils, school principals, their assistants, directorates' staff, counselors and educational supervisors who are trained to Community Partnership Program.

This output focuses on all efforts exerted by the Ministry including SDDP capacity building activities targeting school principals, their assistants, and educational supervisors and members of the local community.

Table (30) shows the number of trainees on SDDP by sex.

Table (34): Number of trainees coached on SDDP, community involvement, leadership skills and result-based management until 30/6/2013

Name of Program	Group 1		Groups (2,3,4)		Total	
	Males	Females	Males	Females	Males	Females
SDDP	617	550	1234	1630	1851	2180
Community Partnership	267	390	1915	3230	2182	3620
Leadership	717	554	1363	1599	2080	2153
Total	1601	1494	4512	6459	6113	7953



Output (4.1.1): A result-based trained staff at the directorate level trained on preparation and implementation of school development plans that are gender-sensitive and an outcome of community involvement

Indicators

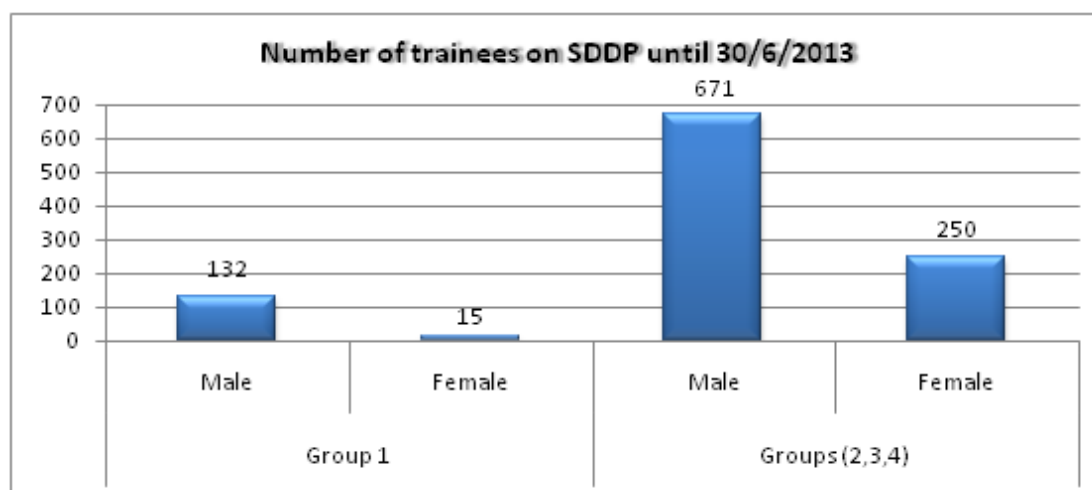
4.1.1.1 Number of people trained on the SDDP.

This output focuses on capacity building of education directorates' staff on SDDP including education directors, heads of divisions and educational supervisors.

Within the framework of the directorate development plan, the directorates receive the results of self-review made by schools and the data is entered, processed and analyzed through a computerized software to come up with the common needs of these schools. Table (35) shows number of trainees on SDDP by sex.

Table (35): Number of trainees on SDDP until 30/6/2013

Name of Program	Group 1		Groups (2,3,4)		Total	
	Males	Females	Males	Females	Males	Females
SDDP	132	15	671	250	803	265



Output (5.1.1): Comprehensive review of SDDP on the basis of participatory methodology
Indicators

5.1.1.1: Number of accomplished self-review processes.

5.1.1.2: Number of participating stakeholders in the self-review processes.

This indicator was not measured.

Output (6.1.1): A staff at the Ministry Centre, directorate and school level trained on gender mainstreaming in daily work

Indicators

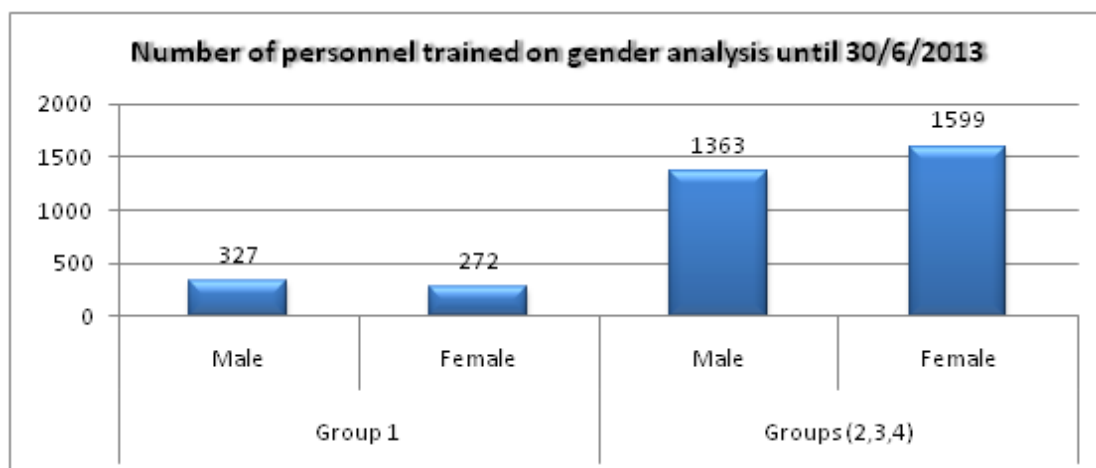
6.1.1.1: Number of personnel trained on gender analysis:

The staff at the Ministry Centre and the field directorates was trained on gender mainstreaming in daily work, including gender analysis and workshops for trainers to qualify the staff of the Division of Gender to train the Ministry staff.

Table (36) shows the number of personnel trained on gender analysis by sex.

Table (36): Number of personnel trained on gender analysis until 30/6/2013

Name of Program	Group 1		Groups (2,3,4)		Total	
	Males	Females	Males	Females	Males	Females
Gender analysis	327	272	1363	1599	1690	1871



Output (2.1.1): A result-based and gender sensitive framework for monitoring and evaluation of SDDP

Indicators

2.1.1.1: Number of personnel trained on result-based monitoring and evaluation.

2.1.1.2: Number of monitoring and evaluation reports prepared by SDDP approved M&E framework.

The head of the Division of Monitoring and Evaluation at the Managing Directorate of Planning and Educational research carried out a series of capacity building activities on result-based monitoring and evaluation for the Ministry staff at the Centre and the directorates. These activities aim to prepare the SDDP monitoring and evaluation framework and collect data required for the second M&E report, amongst them are:

- Training of newly involved monitoring and evaluation coordinators in the education directorates of the fifth and sixth groups (20 coordinators) in addition to providing additional training for the existing coordinators in the first, second, third and fourth groups (22 coordinators). They comprise 37 males and 5 females.
- Training 1679 educational supervisors and school principals in addition to stakeholders in the education directorates on result-based management for the purpose of building up developmental and procedural development plans. 846 males and 830 females were trained from the second, third and fourth groups.

Table (37): Number of personnel trained on result-based monitoring and evaluation until 30/6/2013

Name of Program	Group 1		Groups(2,3,4)		Total	
	Males	Females	Males	Females	Males	Females
Result-based monitoring and evaluation(coordinators)	6	1	31	4	37	5
Result-based monitoring and evaluation(educational supervisors/school principals/MoE staff)	0	0	846	830	846	830

2.1.1.2: Number of monitoring and evaluation reports prepared according to SDDP approved M&E framework.

Two reports were issued: one report for 2012 and the second is this report for 2013.

Output (2.1.2): Well-prepared policies designed for integrated planning institutionalization at the school, directorate and Centre levels

Indicators

2.1.2.1: Approved institutional mechanism that ensures easy flow of information at all levels.

2.1.2.2: Establishment of a system of policies and legislations at the Ministry relating to SDDP.

The committee of policies and planning which was formed by the Ministry in 2011 reviewed the educational policy document general framework set in 2010 and the policies included in the national strategy for gender mainstreaming at the Ministry in addition to the SDDP communication strategy. The result of this review stressed that these policies support SDDP institutionalization and sustainability. The committee prepared a document including suggested procedural policies that are consistent and relevant to strategic plans and ensure SDDP sustainability

The SDDP is currently being implemented by 2078 schools and 23 education directorates all over the Kingdom. Thus, there is a large size of information and data that highlights various issues at the Ministry. Among them are: The data on areas of strengths and weaknesses at schools and directorates relating to approved standards for active learning. Such data is highly important for the Ministry to design its policies and strategic planning and build up an integrated mechanism to implement SDDP at all levels. For this purpose, the Ministry organized a workshop in November 2011 to introduce data relating to SDDP implementation for all concerned directorates at the Centre and inform them how to utilize such data in preparing developmental plans for schools as well as education directorates.

Moreover, a brainstorming session was concluded with recommendations on the best proposed mechanism for the Ministry to benefit from this data as much as possible. The Managing directorate of the Educational training Centre/the Ministry examined these recommendations to come up with the best mechanism.

A meeting was held after this workshop in February 2012 to reach a common understanding among the field directorates and concerned managing directorates of the nature of data resulting from the SDDP implementation. This meeting also aimed to activate joint efforts to ensure appropriate utilization of data in the process of decision-making at the Ministry. During the meeting, two education directors submitted a presentation on the process of preparing developmental plans at the education directorates and explained that such plans are responsive to real needs. A discussion

followed the presentation and participants reiterated the need to conclude a mechanism at the Ministry level to ensure an appropriate and effective utilization of this data.

Output (2.2.2): Establishment of an approved financing mechanism for school and directorate grants to support their developmental plans' implementation

Indicators

2.2.2.1: Establishing regulations and procedures system to determine amounts allocated and basis of grants' disbursement.

This system was approved and disseminated to education directorates by the Managing Directorate of Educational Training Centre.

Recommendations

- Activating the mechanisms of professional accountability of SDDP stakeholders at all management levels in the Ministry.
- Creating sustainable mechanisms to provide support for education directorates and schools to help them in implementing their development plans. This assistance includes financial and technical support besides capacity building.
- Developing professional development programs targeting the new entrants as well as the resuming the development and capacity building of already trained staff.
- Setting up a strategic and procedural policy system to ensure the institutionalization and sustainability of the SDDP.
- Developing a mechanism to ensure the usefulness of the information resulting from the SDDP implementation and the monitoring and evaluation reports relating to its assessment operations in planning and designing the Ministry's general policies.
- Organizing comprehensive awareness campaigns for all stakeholders involved in the SDDP to realize their roles and responsibilities at all levels.
- Informing all education directorates to adopt the model of the development plans included in SDDP when preparing their school or directorate development plans.
- Building up the capacities of stakeholders in MoE education directorates and schools in the first group on the subject of the result- oriented management and resuming efforts to build up capacities in the directorates of the other groups.
- Exerting efforts to achieve stability of educational leaderships and technical personnel in their positions for a sufficient period of time.
- Working to provide the program with support from the media by activating the role of media and community communication at the Ministry Center and education directorates.
- Improving the physical environment in schools.
- Reducing teachers' loads for those who are members of school improvement teams.
- Restructuring the educational councils of the school clusters in order to achieve willingness and competency standards, especially for members of the local community.
- Activating the roles of educational support and working on a complete transformation in the educational supervisors' role towards regular support, guidance and capacity building required for a sustainable support for the development of schools' performance.
- Facilitating procedures applied in providing schools with grants and donations.
- Gender mainstreaming through giving the Division of Gender and pioneer leaderships in gender a greater role in the education directorates and utilizing categorized data by sex in the education directorates' development plans.