



**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)**

**The Fourth Compressive Monitoring & Evaluation
Report on SDDP/2015**

The Scope of the Report until 30 June, 2015



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30 June 2015

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Executive Summary

1. Objectives of the report:

This report aims to render a clear and inclusive view on the real status of SDDP implementation and its achievements up to the end of June 2015. 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 for SDDP¹, a set of measuring tools were designed for qualitative indicators. This requires collecting data through rubric scales, questionnaires and interviews. 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 4-14 May) over four stages (4-5 May, 6-7 May, 11-12 May and 13-14 May). A sample of 22 education directorates was selected out of 35 directorates applying the program. This Sample included 50% of the cluster directorates: the first, the second, the third, the fourth and all education directorates of the fifth and the sixth A clusters. (Two school clusters, and three schools from every cluster were chosen from each education directorate. (So the total will be six schools besides the directorates' centers). 10% of school developmental and procedural plans were collected (at least 8 plans from each education directorate in addition to directorates' centers plans), so 22 plans were gathered.

Various sources were used in collecting data such as 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) all members in the first group, the second, third, fourth, fifth and the sixth A 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 (M&E) set a computerized database through which a large amount of data was processed to achieve the desired results.

3. Major Results:

First: 35 education directorates (and 3049 schools in these directorates) implemented their developmental plans which were designed according to the SDDP methodology.

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

Second: In addition, 35 educational development councils at the directorates' level and 308 educational councils were formed at the level of school clusters. Seven 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. Five educational development councils and 51 educational councils were established for school clusters within the fifth group, while 7 educational development councils and (55) educational councils were established for the school clusters within the sixth group A.

Third: In general, the scores of the directorates of the second, third, fourth, the fifth and the sixth A groups were higher than the scores of the first group in all indicators.

Fourth: The scores of the female and mixed schools were higher than the scores of the male schools in all indicators.

Fifth: The indicators that achieved the target were:

- "Level of schools' effective preparation of their developmental plans from the perspective of educational leaderships at the education directorates".
- "Percentage of education directorates' developmental plans that meet the quality standards requirements".
- "Degree of satisfaction among stakeholders in schools with the monitoring and evaluation reports relating to SDDP".
- "Percentage of schools that implement approved school-based training programmes depending on their developmental plans".

Sixth: The indicators that did not achieve the target were:

- "Level of schools' implementation of their developmental plans according to the approved model of SDDP."
- "Degree of education directorates' implementation of their developmental plans according to the approved model of SDDP."
- "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' and school principals' 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".
- "Percentage of schools' developmental plans that meet the quality standards requirements".

- "Degree of efficiency of the preparation of schools' development plans from the view of school leaderships".
- "Degree of satisfaction among stakeholders in education directorates with the monitoring and evaluation reports relating to SDDP".
- "Extent to which schools have benefited from M&E reports' recommendations to achieve sustainable improvement of SDDP."
- "Extent to which education directorates have benefited from M&E reports' recommendations to achieve sustainable improvement of SDDP."
- "Degree of consistency between funding allocations granted for schools and spending allocations' specified terms included in the approved document."
- "Degree of consistency between funding allocations granted for education directorates and spending allocations' specified terms included in the approved document."

Seventh: The communication strategy and its executive plan were set and approved by the Planning Committee at the Ministry of Education. However, it was not implemented.

Eighth: 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 ineffective 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 support 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.
- Reviewing the methodology used in developing the developmental and procedural plans.
- Adopting developmental activities that reflect the directorates' and schools' realistic needs.
- 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.

1.0 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 the end of 2015. The School and Directorate Development Program (SDDP)² represents the implementation mechanism of 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's principal.

According to the SDDP executive plan which was prepared during the first phase of the education reform project (ERfKE I) 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

² The SDDP is based on Jordan Education Support project during the first phase of Education Reform for knowledge Economy (ERfKE I)

disseminate the program implementation to all schools and directorates throughout the Kingdom by the end of the school year 2015/1016.

The second phase of SDDP continues over five years to resume what has been achieved in the first phase which started in 2006 and involved 7 directorates including 866 schools (the first group). In April 2011 the program was implemented in 4 directorates including 257 schools (the second group) and in September 2011 the program was applied in 6 directorates including 534 schools (the third group). In April 2012, the program was applied in 6 directorates including 520 schools (the fourth group) and in April 2013 the program implementation covered 5 new directorates including 572 schools (the fifth group). In March 2014, the program was implemented in 7 new directorates including 550 schools in (group sixth A) while in April 2015 the other seven (7) directorates in group sixth B started implementing the program in (417) schools which is group six B³.

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).
- Start professional development from the bottom level to the top level.

³Education 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 :Baniobeid, 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/1, Qasabat Amman, Ma'an and Shobak. The **sixth group** comprises: Al-Jamei'a, Bani Kenana, Qasabat Karak, Zarqa/2, Dair Alla, Ebsaira and Theban., and the sixth group B includes: Naour.,Wadi Eseer,Al Korah,North Ghor,Sahab,South Shoneh and aqaba.

- 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 2015/2016, 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 fourth 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.

2.0 Achievements

2.1 Data collection and preparation of the fourth report:

In line with the M&E framework⁴ which was set by the SDDP monitoring and evaluation committee comprising the head of the M&E Division and its members and in cooperation with members from the Educational Training Centre, the tools of the data collection were identified such as: the rubric scale, questionnaires and interview protocols relating to 11 indicators. Moreover, coordination and communications were made with concerned directorates at the Ministry centre and in the education directorates, especially for getting data relating to quantity indicators.

The data collection for the fourth report started with a two-day refreshing workshop for all M&E coordinators in the field directorates from 29 to 30 April, 2015. The participants were trained by the head of the Monitoring and Evaluation Division at the Managing Directorate of planning and Educational Research at the Ministry Centre. The training was focused on data collection methodology, applied tools, the process of writing reports and identifying roles and responsibilities.

All directorates concerned with SDDP were sent official letters on 10 March to inform them with the assessment time. The data were collected from 4 to 14 May over four stages (4-5 May, 6-7 May, 11-12 May and 13-14 May). Coordinators were divided into teams; each team consists of two coordinators who were responsible for collecting data from their

⁴ The SDDP monitoring framework was developed with support from CIDA through SDDP during 2012.

directorates. The data collection took two days, one for school clusters and the second for the education directorates.

Out of 35 education directorates, a random sample consisting of 22 education directorates was chosen. The sample consisted of 50% of directorates (group 1, 2, 3 & 4) and all directorates of (groups 5 & six A). Two school clusters, and three schools were chosen from every cluster (so the total will be six schools from each directorate and directorates' centers). 10% of school developmental plans was collected (at least 8 plans from each education directorate). 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).

After the completion of data collecting data regarding all indicators, 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. Qualitative data were collected through focus groups that were conducted with various groups concerned with the SDDP to help preparing the fourth report.

2.2 Results

(See the attached report for the strength and weakness points & improvement areas for each indicator)

2.1.1 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.

1.1 A Percentage of schools that are implementing school-based training programs depending on their developmental plan (at least one program). This is new for 2015.

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.

1.1 Degree of school development plans' implementation :

The evaluation teams formed focus discussion sessions with a sample of six school development teams from six different schools in addition to educational supervisors in 22 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 of school development plans' implementation by the school development team and table (2) shows the level of 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 implemented according to the plan	0 – 20%	21 – 40%	41 – 60%	61 – 80%	81 – 100%
				☒	

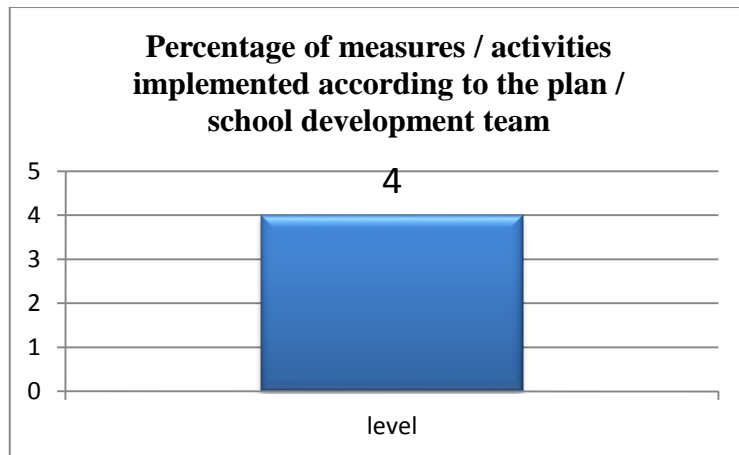


Table (2): Degree of school development plans' implementation, by the level of implementation- Educational supervisors

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 implemented according to the plan	0 – 20%	21 – 40%	41 – 60%	61 – 80%	81 – 100%
				☒	

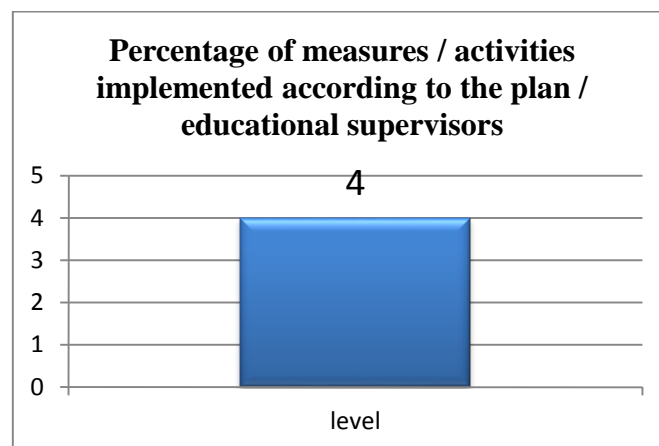
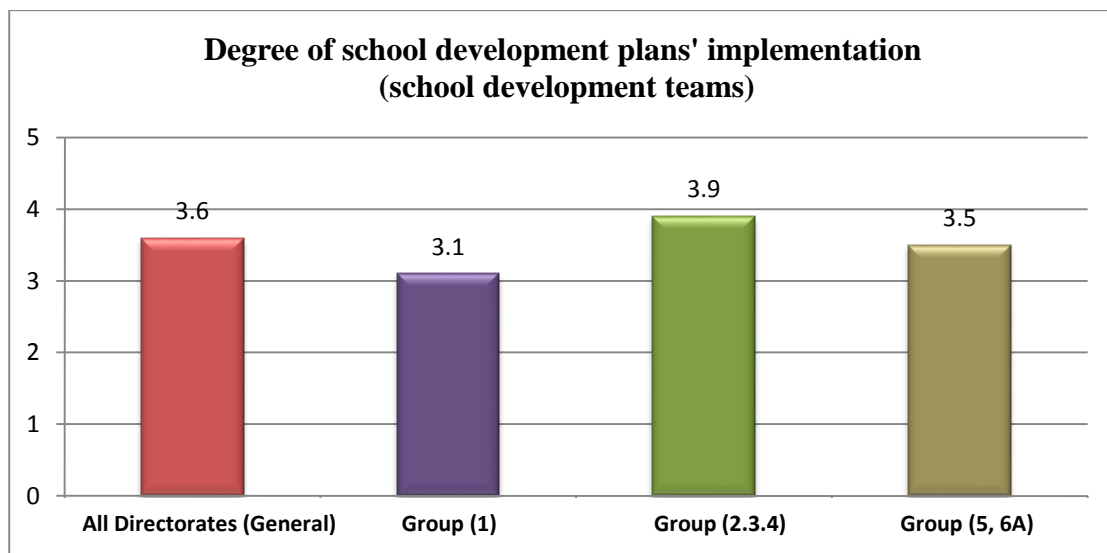
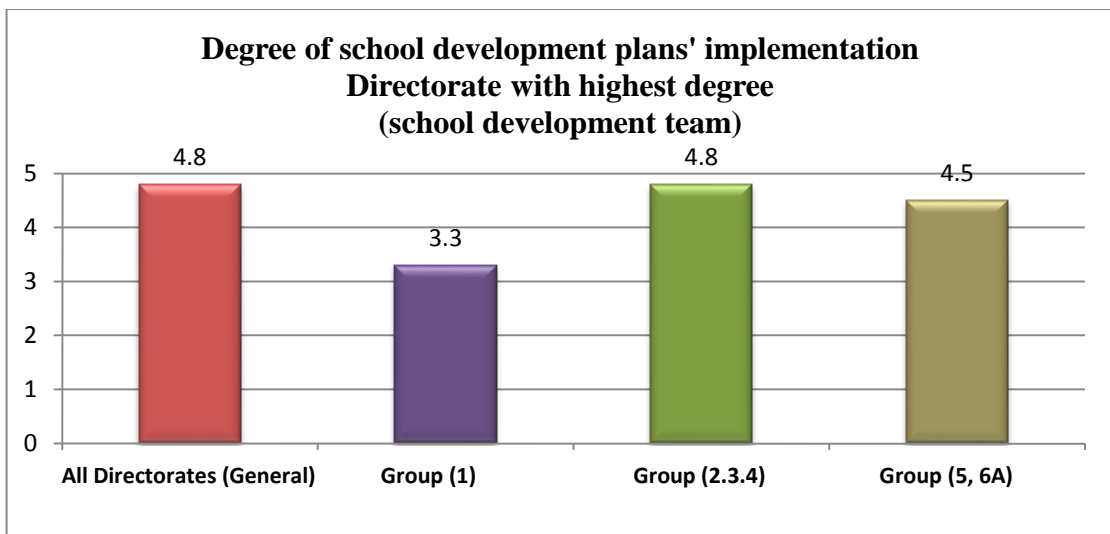
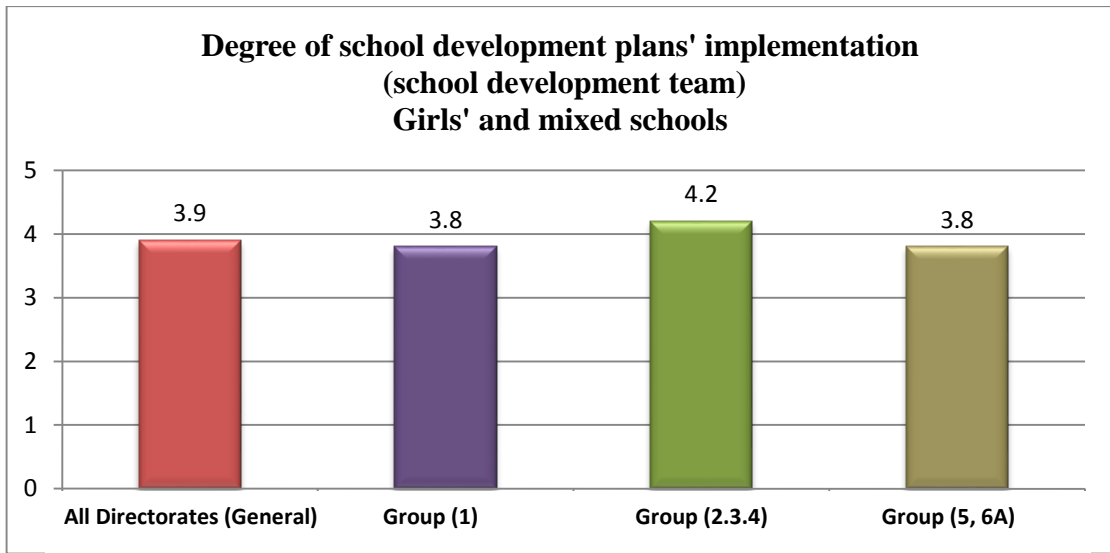
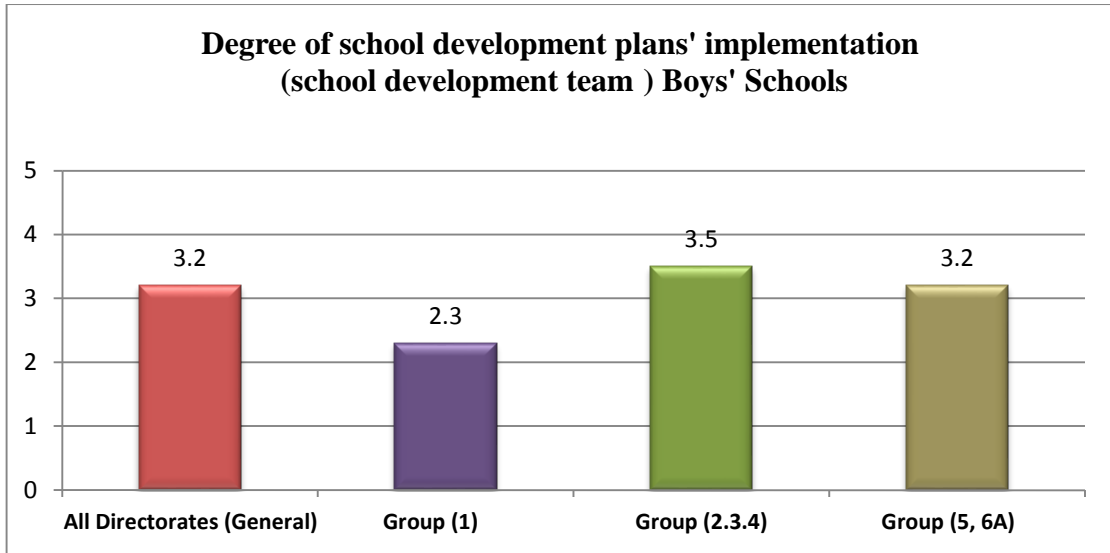


Table (3): Degree of school development plans' implementation, by directorates' groups, data source, school type (gender) and directorates recording the highest/the lowest degrees

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	
Indicator implementation degree/ 5.00								Degree
All directorates	3.6	3.2	3.9	Russaifah	4.8	Theiban	1.7	4.0
Group 1	3.1	2.3	3.8	Northern Badia	3.3	North-western Badia	2.8	2.5
Groups 2,3,4	3.9	3.5	4.2	Russaifah	4.8	Bani Obeid	2.5	4.4
Groups 5,6A	3.5	3.2	3.8	Qasabit Al Kerak & Deir Allah	4.5	Theiban	1.7	3.9





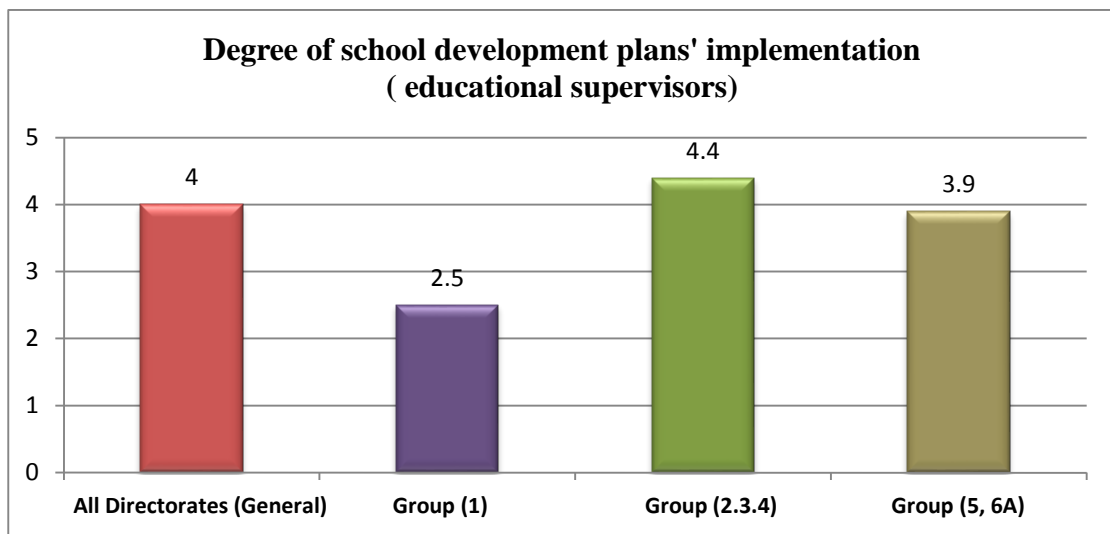
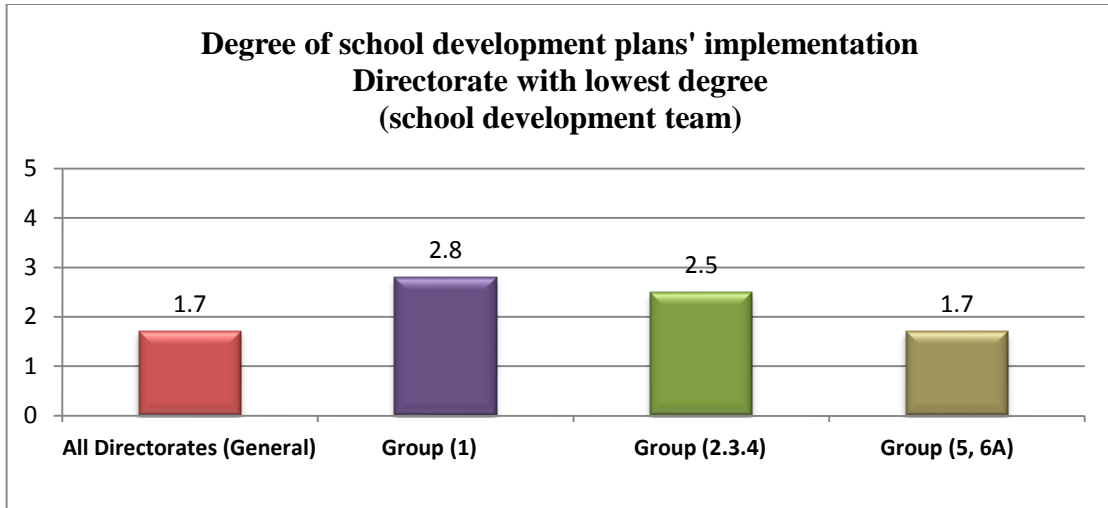
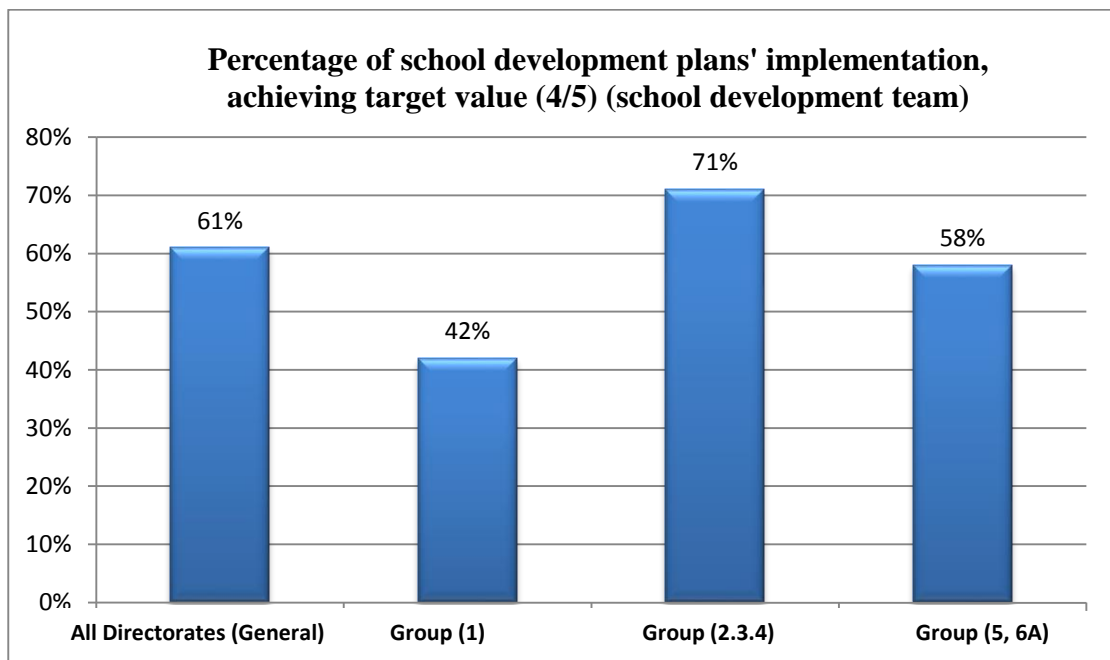
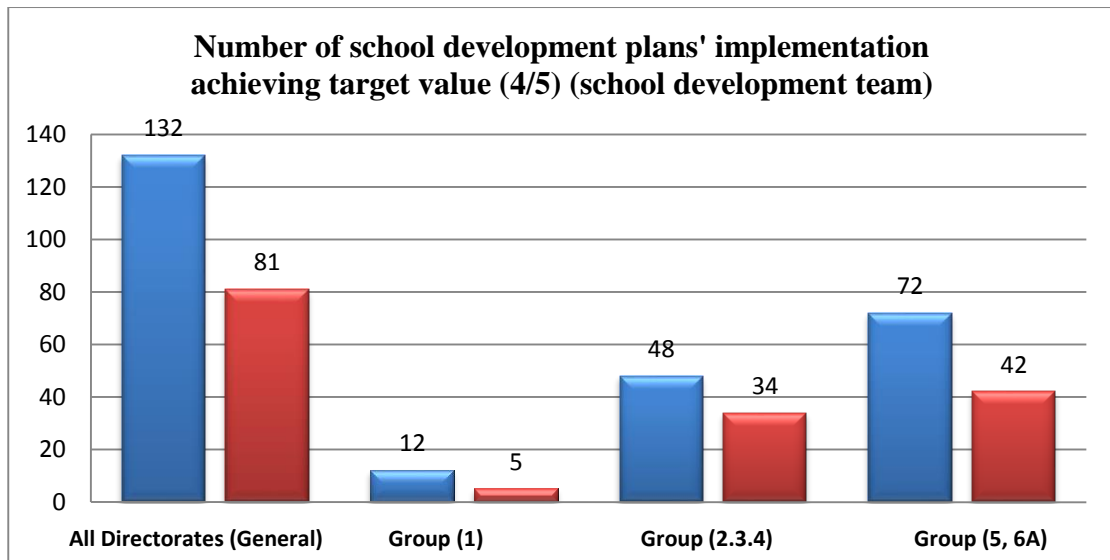


Table (4): Percentage of school development plans' implementation, achieving target value (4-5%) by source of data

Source of data	School development team		
	Sample total number		Sample total number
All directorates	132	81	%61
Group 1	12	5	%42
Groups 2,3 & 4	48	34	%71
Groups 5 & 6A	72	42	%58



From table (3) we notice that the total implementation degree amounted to (3.6) which is less than the target (4.0/5.0), and that the education directorates of the second, the third and the fourth groups achieved the highest degree which was close to the target. But, the education directorates of the first, the fifth, and the sixth (A) groups achieved the lowest degree. It was also found that the implementation degree of the female and mixed schools (3.9) was higher than the rate of the males' implementation degree which was 3.2. The education directorates in Russaifah recorded the highest implementation rates compared with the directorate of Theiban, which has registered the lowest ratios.

Among the enabling factors leading to successful implementation of the development plans were: the educational support, motivation, support from the local community, cooperative teamwork in schools, and the applied planning methodology that builds up responsive developmental plans to schools' actual needs. Furthermore, there is the importance of support of grants provided by the MoE and SDDP to empower education directorates to implement their development plans' activities. The percentage of school development plans that have achieved the target value was (61%), 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, the lack of follow-up by stakeholders in the education directorates and the inefficiency of the educational councils in the school clusters. In addition, the attitude of resisting changes and the lack of motivation of the school staff and insufficient knowledge about the roles and responsibilities of the stakeholders also stand as a barrier. Other obstacles relate to incompetent leaderships in some schools and lack of enthusiasm to implement the program (SDDP), overcrowded classes, inefficient training of leaderships, and the training impact was not noticed by coordinators, absence of a clear vision in building developmental plans and the delay in delivering allocated grants from the Ministry to targeted schools.

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 in addition to continuous building up their capacities and enhancing them with their roles and responsibilities. It was also recommended to institutionalize the new role of the educational supervisors as they are key factors to guarantee the sustainability of the program. Moreover, it is preferable to encourage the devolution of authorities to school principals, especially with regard to funding management and collecting school donations. Education directorates represented by educational support must make periodic follow-up of the schools' achievements in their development plans' implementation, provide necessary awareness and technical support as well as activating professional accountability besides spending allocated school grants at the beginning of the scholastic year.

1.1.A Percentage of schools implementation of their school-based training programmes, in line with their developmental plans (At least one programme) (New for 2015)

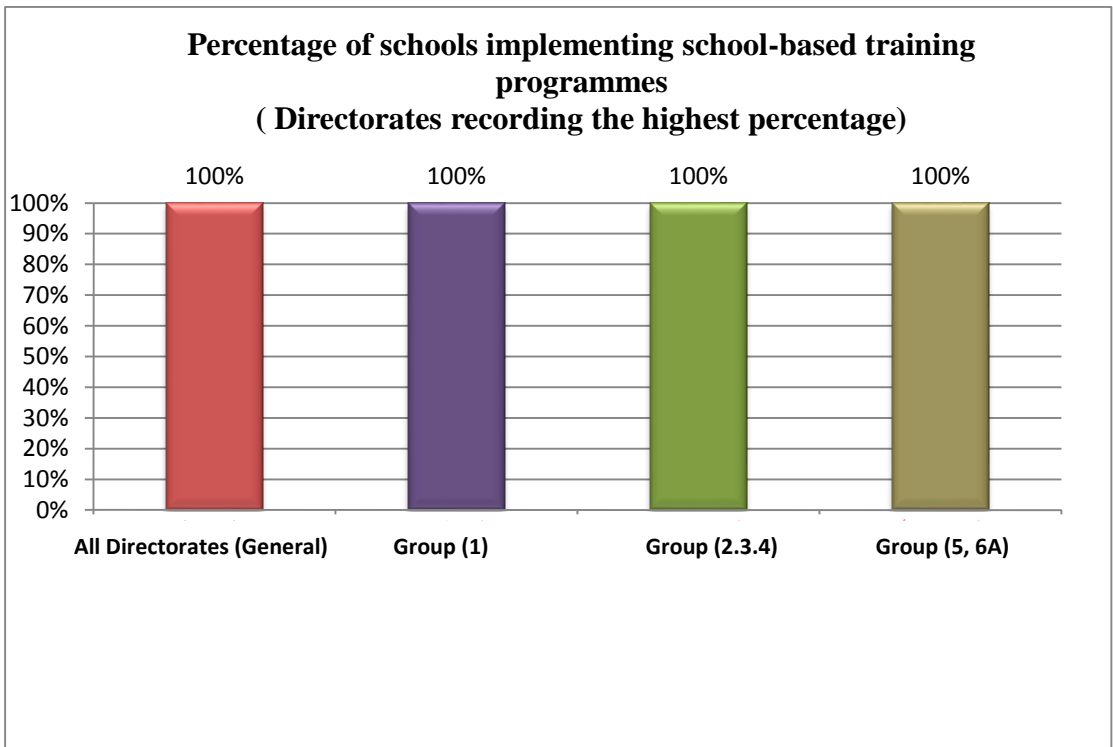
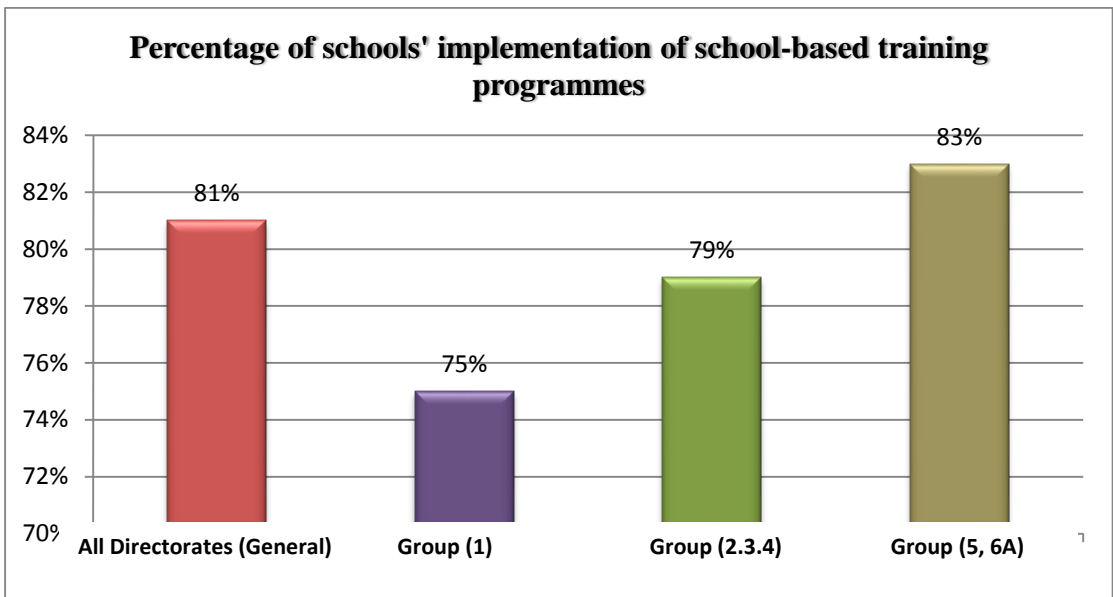
The evaluation teams held discussion focus groups with a sample of school development teams comprising six teams from six schools implementing SDDP in line with their developmental plans. The school teams presented specific examples of activities involving

school-based professional development programmes and the evaluators checked the register of related achievements to estimate the accomplishment rate through comparison between implemented activities and the planned ones.

Table no. 5 shows the percentage of schools' implementation of school-based training programmes, in line with their developmental plans, while table No. 6 shows the degree of the implementation of schools-based development programs' enlisted in their procedural plans.

Table No. 5: Percentage of schools' implementation of school-based training programmes, in line with their developmental plans, by group, school gender, the highest directorate and the lowest directorate

Source of Data	Directorate development teams & schools' developmental and procedural plans								
Efficiency degree Indicator/ /5.00	Number & percentage of schools implementing school-based training programmes			Directorate recording highest percentage		Directorate recording lowest percentage		Male schools	Female Schools
	Number of schools	Number of schools implementing the programme	Percentage of schools implementing the programme	Directorate	Percentage	Directorate	percentage		
All directorates	132	107	%81	Qasabat Zerqa, Qasabat Ma'an, Qasabat Kerak, Deiralla, Bseirah, Zerqa 2, Russaifah, Ajloun, Taybah, South Mazar & Badia	%100	Marka, Qasabat Amman	%33	%77	%84
Group 1	12	9	%75	North-Western Badia	%100	Northern Badia	%50	%83	%66
Groups (2,3 & 4)	48	38	%79	Russaifah, Ajloun, Taybah, South Mazar	%100	Marka	%33	%72	%86
Groups (5& 6A)	72	60	%83	Qasabat Zerqa, Qasabat Ma'an, Qasabat Kerak, Deiralla, Bseirah, Zerqa 2,	%100	Qasabat Amman	%33	%80	%86



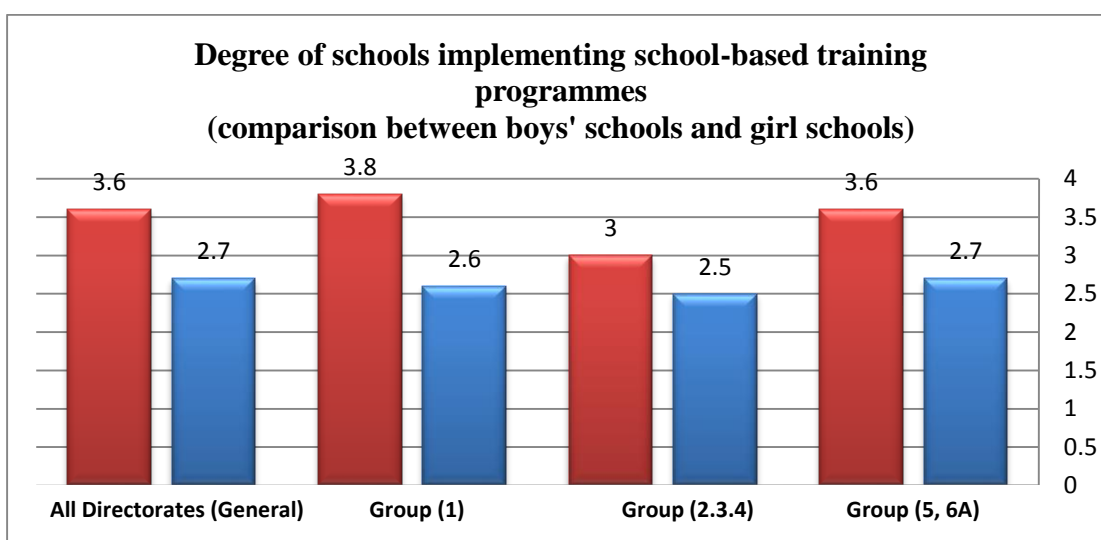
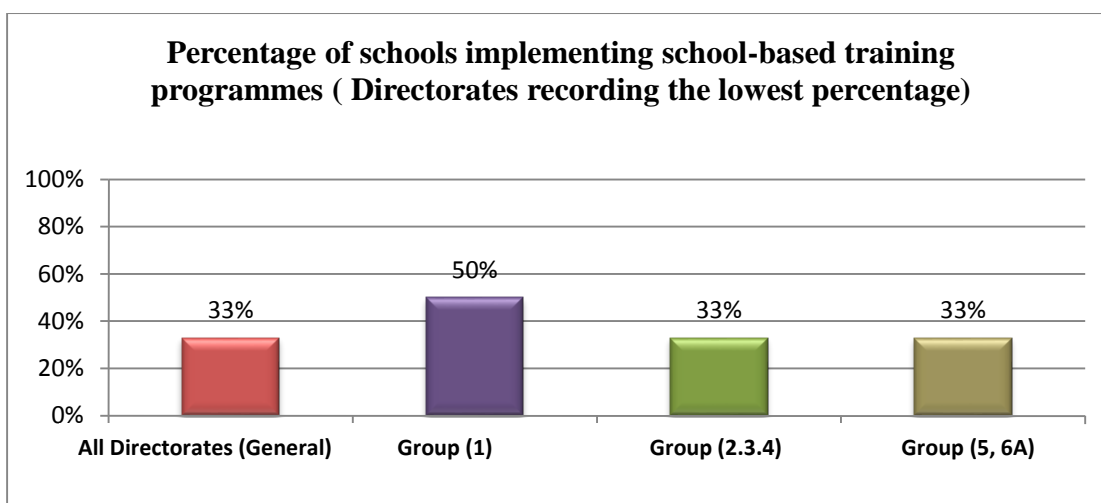
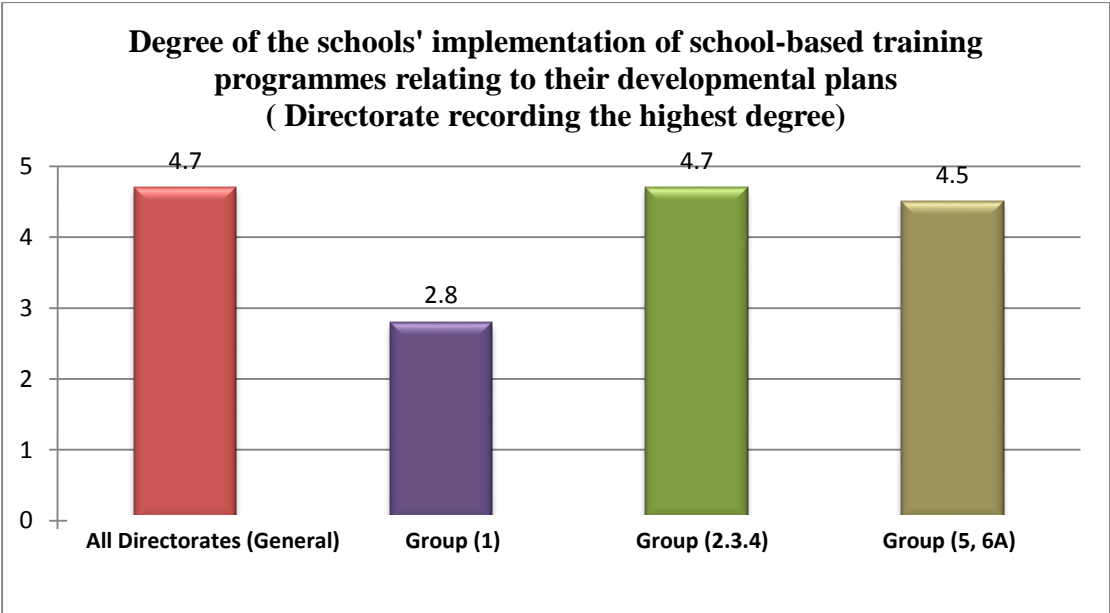
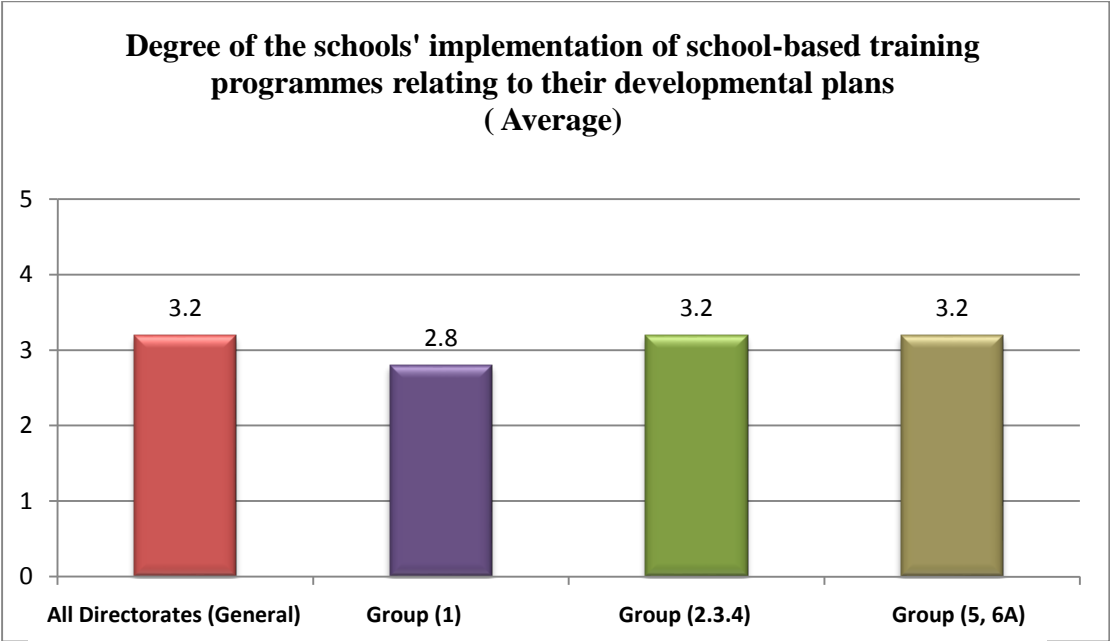
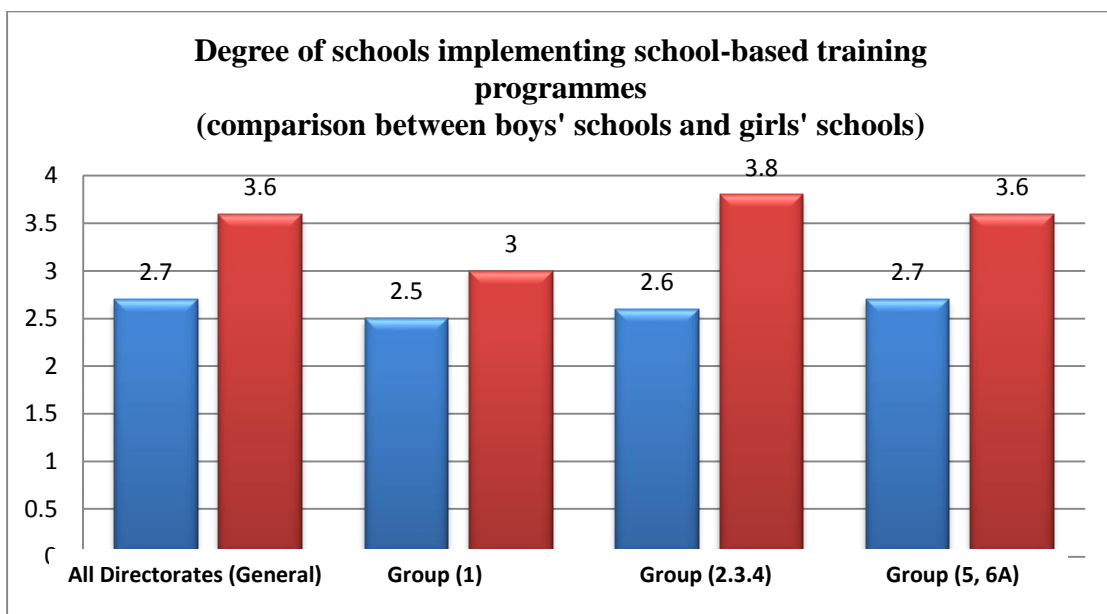
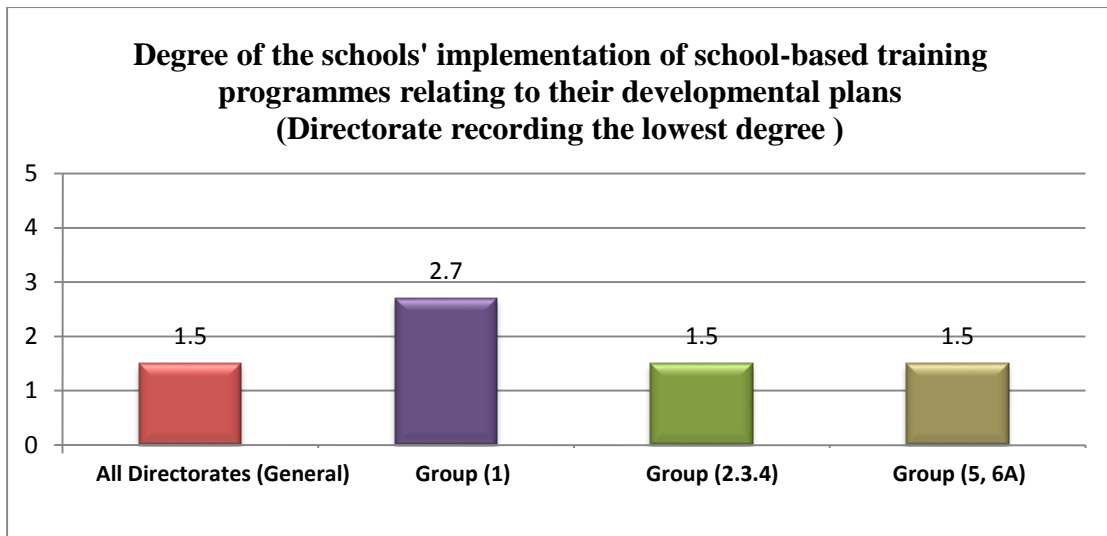


Table (6): Degree of the education directorates' development plans implementation of school-based training programmes, by directorates' groups, source of data and directorates recording the highest/the lowest degrees

Source of Data	Schools development teams & procedural development plans						
	General implementation degree	Directorate recording highest degree		Directorate recording lowest degree		Boys schools	Girls schools
		Directorate	Degree	Directorate	Degree		
All directorates (Average)	3.2	Russaifah	4.7	Theiban	1.5	2.7	3.6

Group(1)	2.8	North-Western Badia	2.8	Northern Badia	2.7	2.5	3.0
Groups (2,3 & 4)	3.2	Russaifah	4.7	Marka	1.5	2.6	3.8
Groups (5 & 6A)	3.2	Deir Allah	4.5	Theiban	1.5	2.7	3.6





The results in Table (5) reveal that the percentage of schools' implementation of school-based training and professional development programmes within their developmental plans was (81%) which means that most of them implement such programmes. It is also clear that this percentage was higher in the schools for girls or in mixed schools (84%) than the percentage recorded by schools for boys (77%).

Table (6) shows that the degrees of these programmes' implementation was about (3.2) , however, this degree was higher in the girls and mixed schools (3.6) than the implementation degree in the boys' schools (2.7). Additionally, the implementation degree of the first group was the lowest among other groups. The Education Directorate of Russaifah recorded the

highest implementation degree and percentage, whereas Theiban directorate recorded the lowest degree and percentage.

Among the enabling factors that help implement professional development programmes were: specialized competencies in some schools, teachers' motivation and their willingness to take part in capacity building and training workshops, cooperation from Queen Rania Teachers' Training Academy, assistance offered by the educational support specialists and the applied training methodology which helps design developmental plans that respond to schools' real needs. Emphasis is also made on the importance of grants offered by the SDDP which help pushing up the implementation of the programme.

However, there are some obstacles that hinder the implementation of professional development programmes such as: some teachers are not interested in attending training workshops, applied plans do not include teachers' professional development training programmes, unqualified or inappropriate competencies needed to carry out professional development training programmes, lack of follow-up from stakeholders at the education directorates, the overload of teachers' lessons and the delay in spending grants allocated by the Ministry to schools.

To address these challenges it is recommended to stress the need to ask the education directorates through educational support specialists to make quarterly follow-up of schools' achievements in implementing professional development programmes and provide required awareness and technical support. It is also imperative to activate professional accountability mechanisms, spend grants offered by the Mat the beginning of the scholastic year, encourage teachers to participate in activities, provide them with incentives and choose appropriate timing for training. Moreover, it is necessary to include suitable professional development programmes in schools' developmental plans that respond to teachers' actual needs, setting up appropriate standards and criteria to select qualified teachers to give training on professional development programmes and strengthen cooperation among schools' networks to carry out joint training programmes.

2.1 Degree of the directorates' development plans implementation

The evaluation teams organized focus discussion groups with all development teams in every education directorate of the 22 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 (7) shows the level of the directorates' development plans implementation by the directorate development teams, while Table (8) shows the results in details. Table (9) shows the percentage of directorates' development plans that recorded the targeted implementation value.

Table (7): Degree of directorate development plans' implementation- Directorate development team

Indicator 2.1 : Degree of implementation of directorates' development plans- Directorate development team					
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

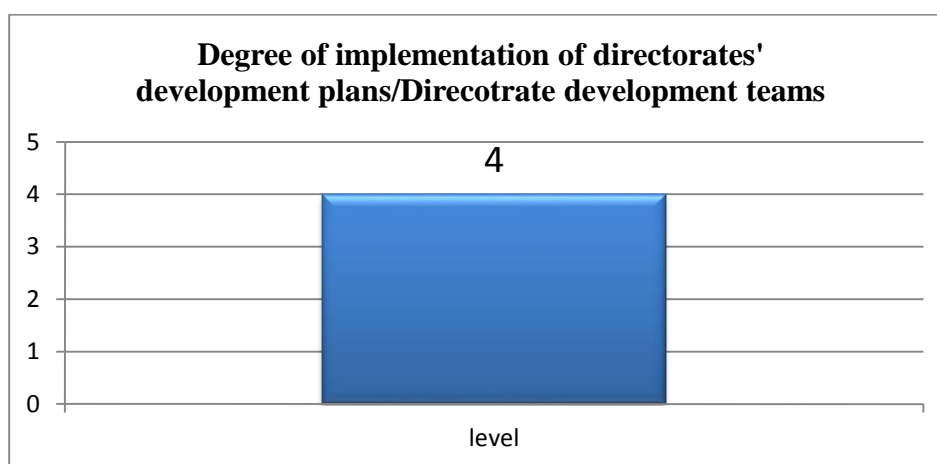


Table (8): Degree of the education directorates' development plans implementation, by directorates' groups, source of data and directorates recording the highest/the lowest degrees

Source of Data	Directorate development team				
implementation degree/ Indicator 5.00	Degree	implementation degree/ Indicator 5.00		Degree	
All Directorates (Average)	3.8	Shobak, Qasabat Zerqa, Deir Allah, Ajloun	5.0	Theiban	1.0
Group (1)	3.5	Northern Badia	4.0	North-Western Badia	3.0
Groups (2,3 & 4)	3.9	Ajloun	5.0	Bani Obeid, Marka	3.0
Groups (5 & 6A)	3.6	Shobak, Qasabat Zerqa, Deir Allah	5.0	Theiban	1.0

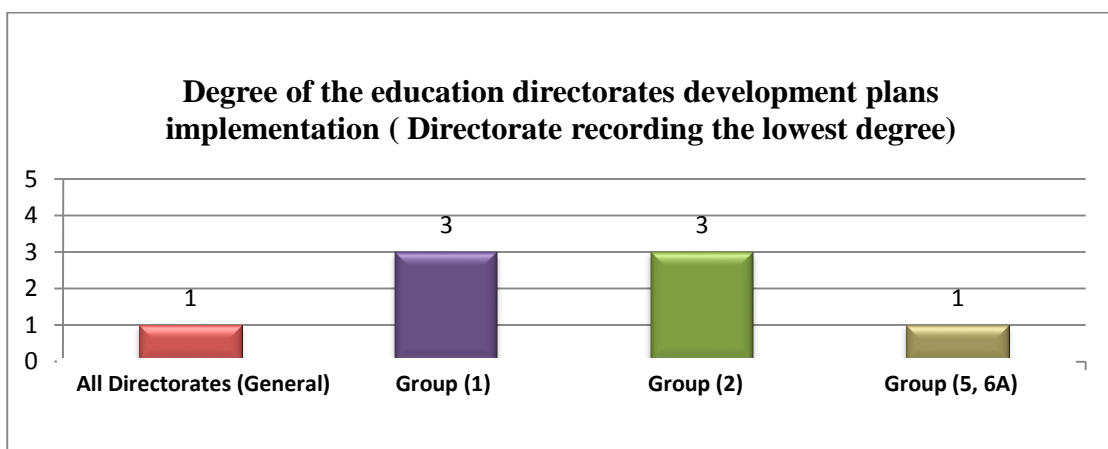
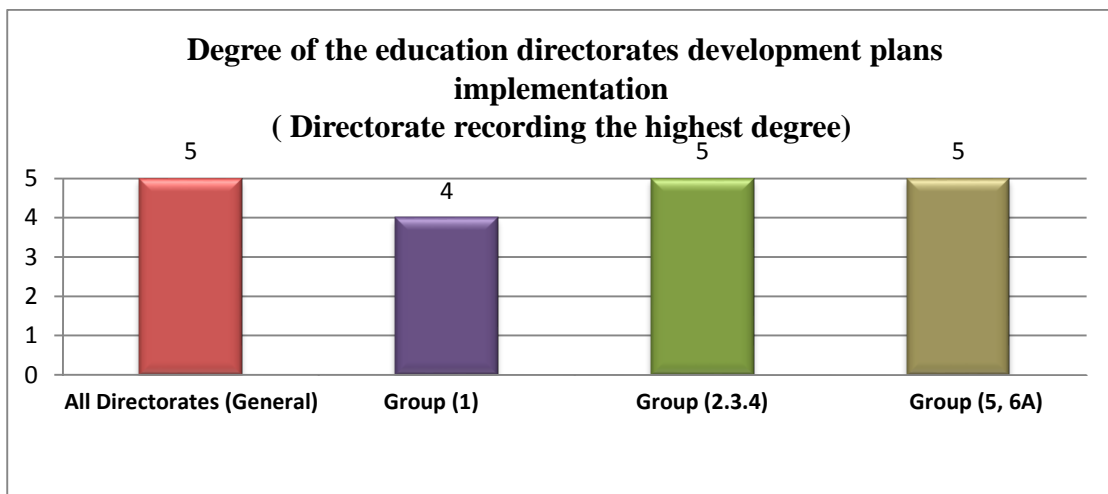
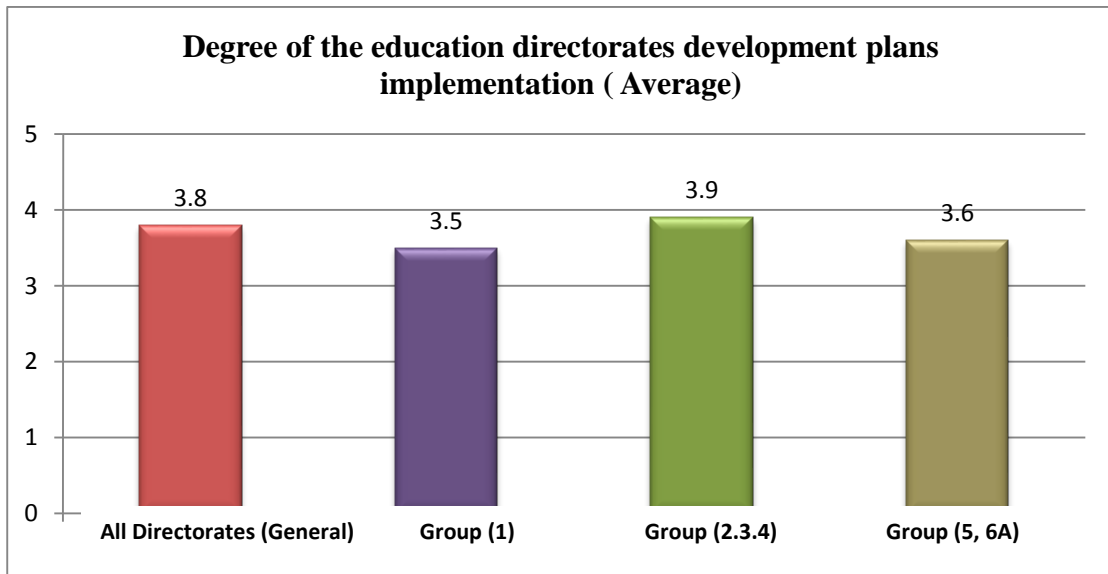
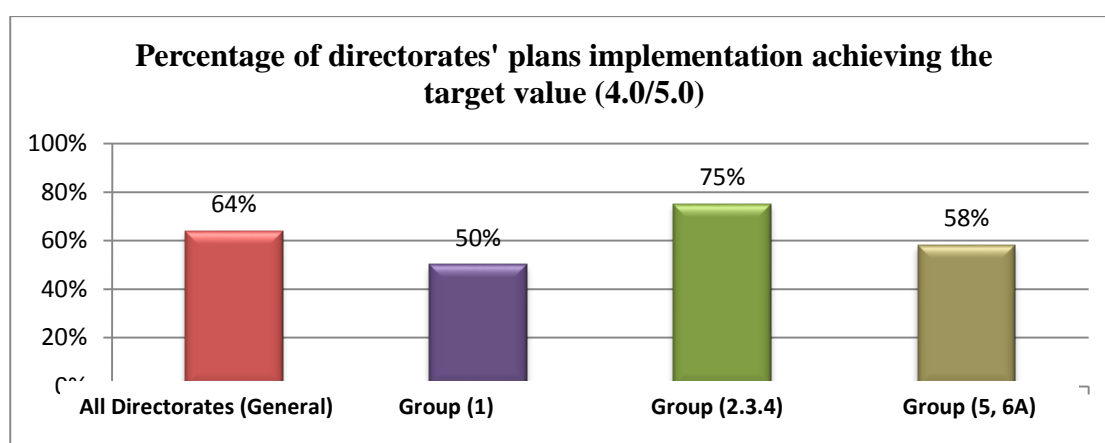


Table (9): Percentages of directorates' plans implementation achieving the target value (4.0/5.0)

Source of data	Directorate development team		
	Total sample	Number of directorates included in sample which achieved 4/5	Total sample
All Directorates (Average)	22	14	64%
Group (1)	2	1	50%
Groups (2,3 & 4)	8	6	75%
Groups (5 & 6A)	12	7	58%



The results clarified in Tables (7 & 8) reveal the average degree of implementation was (3.8) which is below the targeted value (4.0/5.0) according to the rubric associated with this indicator. Having compared the results of all directorates, the results show that group 1 has scored the lowest percentage of implementation (3.5) whereas groups 2,3 & 4 have scored the highest percentage which was (3.9). Additionally, this indicates that there was an obvious variation among education directorates in the degrees of implementation. The directorates of Shobak, Qasabat Zerqa, Deir Allah and Ajloun recorded a high implementation degree (5.0) whereas this degree did not exceed (1.0) in Theiban. About 64% of the directorates' development plans met the targeted value as shown in Table (9).

The directorates' development teams have confirmed the crucial importance of the planning methodology used by the SDDP which fulfill actual needs that were identified collaboratively. Moreover, this planning methodology has a successful role in implementing plans besides grants and funding provided by CIDA.

These teams have also clarified that the reasons behind the low percentages of implementation of the plans could be referred to centralization of the administrative structure of the applied educational system. For example, the directorates are not able to implement professional development programs which require financial allocations without a previous permission from the Ministry of Education. Furthermore, it is noticeable that the stakeholders

and concerned people do not have a clear image about their roles and responsibilities. Additionally, the lack of enthusiasm, resisting change, not involving some divisions at the directorates in carrying out activities of this plan, the ongoing transfer of directors and the inefficient role of educational development councils have all contributed to the low percentage of plans implementation. The lack of monitoring form MoE center has a great role towards the low percentage of implementing SDDP.

To face such challenges, most interviewees recommended that the MoE center should have a systematic follow up and monitoring of the SDDP implementation. They also recommended that the role of directors should be efficient in supporting such a programme. They added that the accountability system ought to be activated; ongoing workshops should be conducted to clarify the roles and responsibilities of stakeholders at the directorates in addition to building up their capacities and activating the role of the educational and development councils.

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

The educational development councils are formed for every group of contiguous schools to create an appropriate social learning environment necessary for the growth of the student's personality (in cognitive fields, skills and emotions) through:

1. Upgrading the degree of communication between the school, the family and the community to achieve mutual benefit.
2. Establishing a genuine partnership between 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 (10) shows the degree of educational councils' efficiency at the level of school clusters by the standard level, while table (11) shows the results in details. Table (12) degree of educational councils' efficiency at the level of school clusters whose efficiency achieved the target value.

Table (10): Degree of efficiency of educational councils to school clusters by standard level

Indicator 3.1: 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 not clear for all members	Roles and responsibilities are only clear for the chairman of the council and school principals	Roles and responsibilities are only clear 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 a piece of evidence for 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

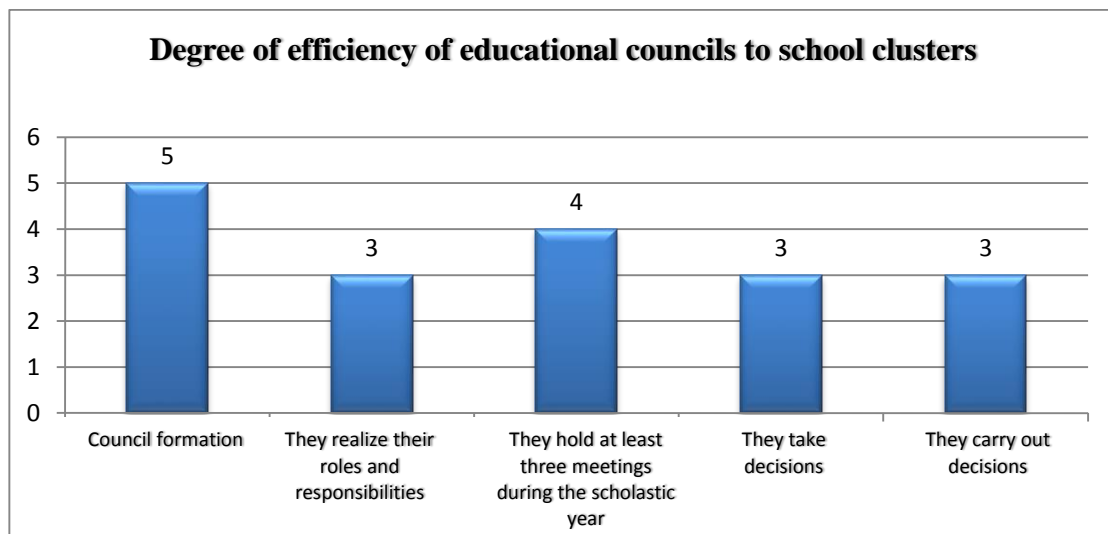
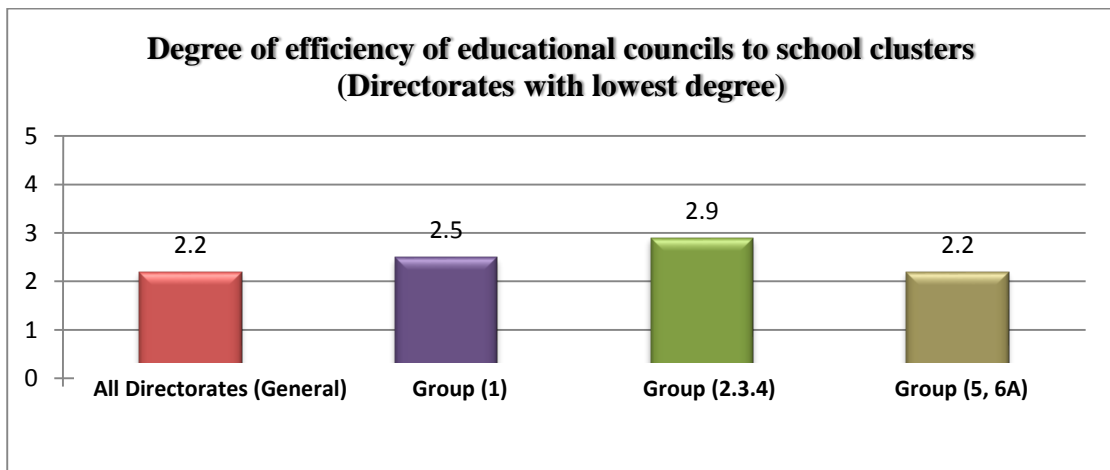
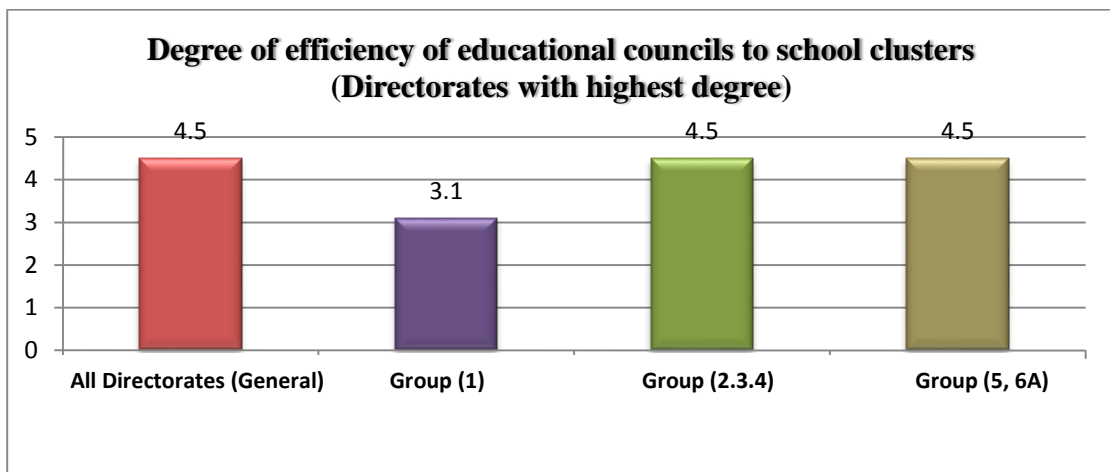
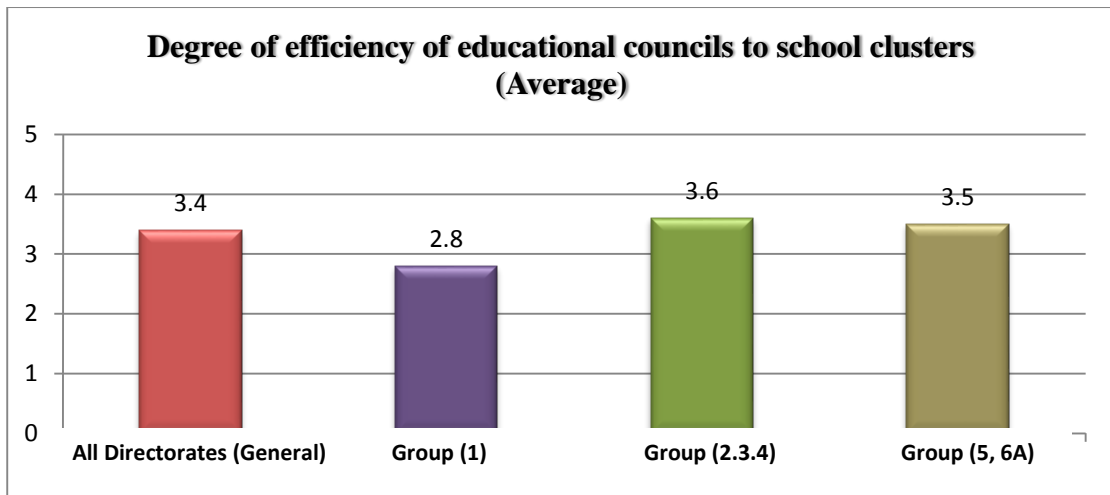


Table (11): Degree of efficiency of educational councils to school clusters, by directorates' groups, overall degree, directorates recording the highest/the lowest degrees and highest/lowest standard

Source of data		Educational councils efficiency to school clusters							
efficiency degree Indicator 5.00	Degree	Directorates with highest degree		Directorates with lowest degree		Standard with highest degree		Standard with lowest degree	
		Directorate	Degree	Directorate	Degree	Directorate	Degree	Directorate	Degree
All directorates	3.4	Southern Mazar, Southern Badia & Bseirah	.45	Qasabit Amman	2.2	Council formation	.46	Carrying out decisions	2.7
Group 1	2.8	North-Western Badia	3.1	Nort-Western Badia	2.5	Council formation	3.8	Carrying out decisions	1.8
Groups (2,3 &4)	.36	Southern Mazar, Southern Badia	.45	Ajloun	.29	Council formation	.47	Carrying out decisions	2.8
Groups (5 &6A)	.35	Bseirah	4.5	Qasabit Amman	.22	Council formation	.47	Carrying out decisions	2.7



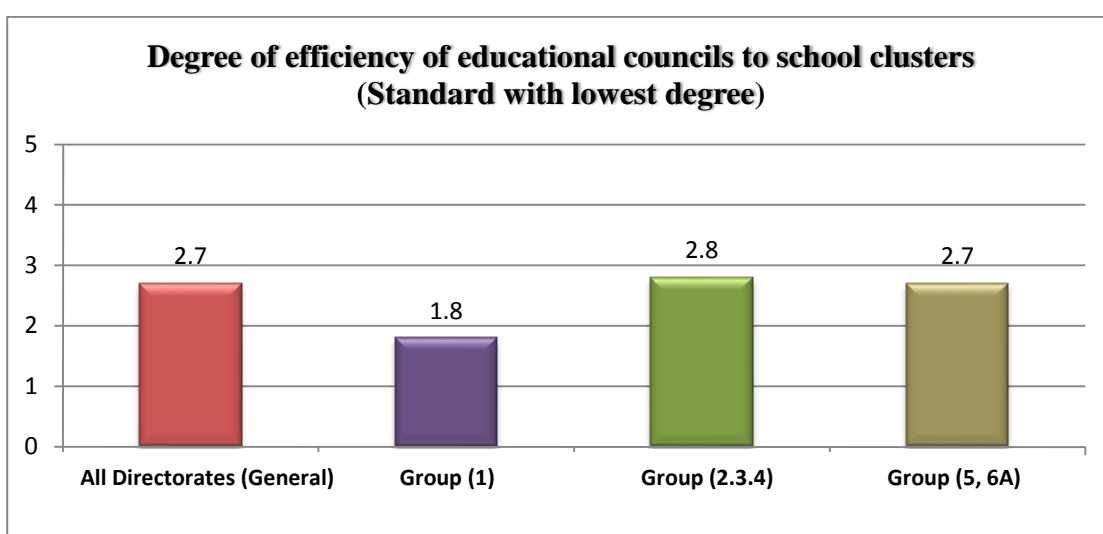
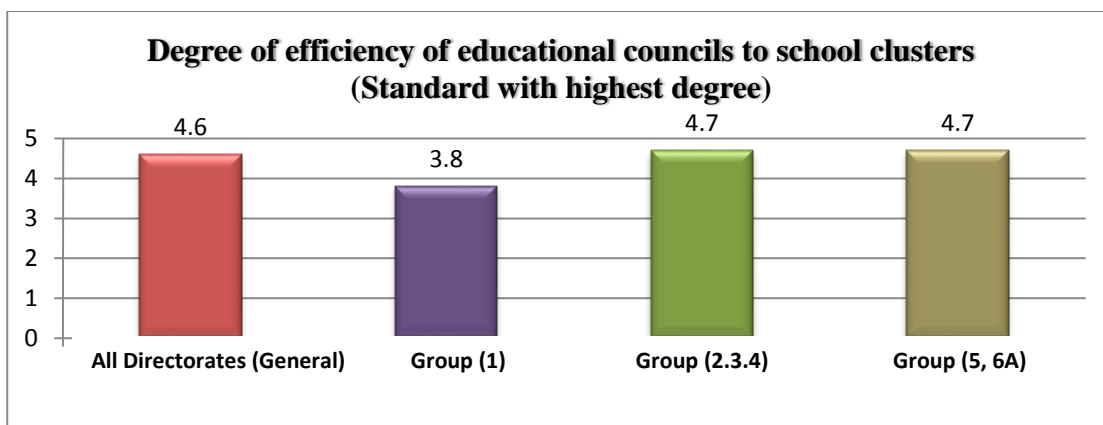


Table (12): Percentage of educational councils at the level of school clusters achieving target efficiency value (4.0/5.0)

Source of data	Educational councils		
	Sample total number	Number of sample achieving target (0.5/4.0)	Percentage
All directorates	44	15	%34
Group 1	4	0	%0
Groups (2,3 &4)	16	7	%44
Groups (5 & 6A)	24	9	%33

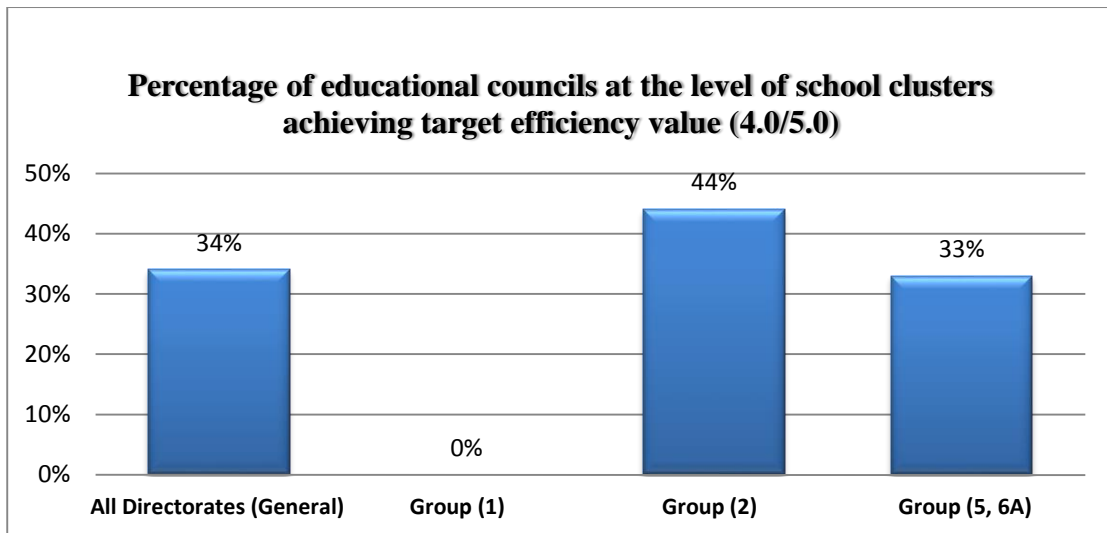


Table (10) shows that the efficiency degree was 3.4/5.0 which is lower than the target value (4.0/5.0). As clarified in table (11) we notice that the standard of the "formation of the council" got the highest degree while the standard of "carrying out decisions" got the lowest degree. The percentage of educational councils at the level of school clusters that achieved the target efficiency value was 34% as shown in Table (12).

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. Most of the educational councils meet the membership requirements; however they lack the active participation of students. 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 and making them aware of councils' legislations, 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.

4.1 The degree of effectiveness of educational development councils formed at the level of education 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 community partnership coordinator within the directorate.

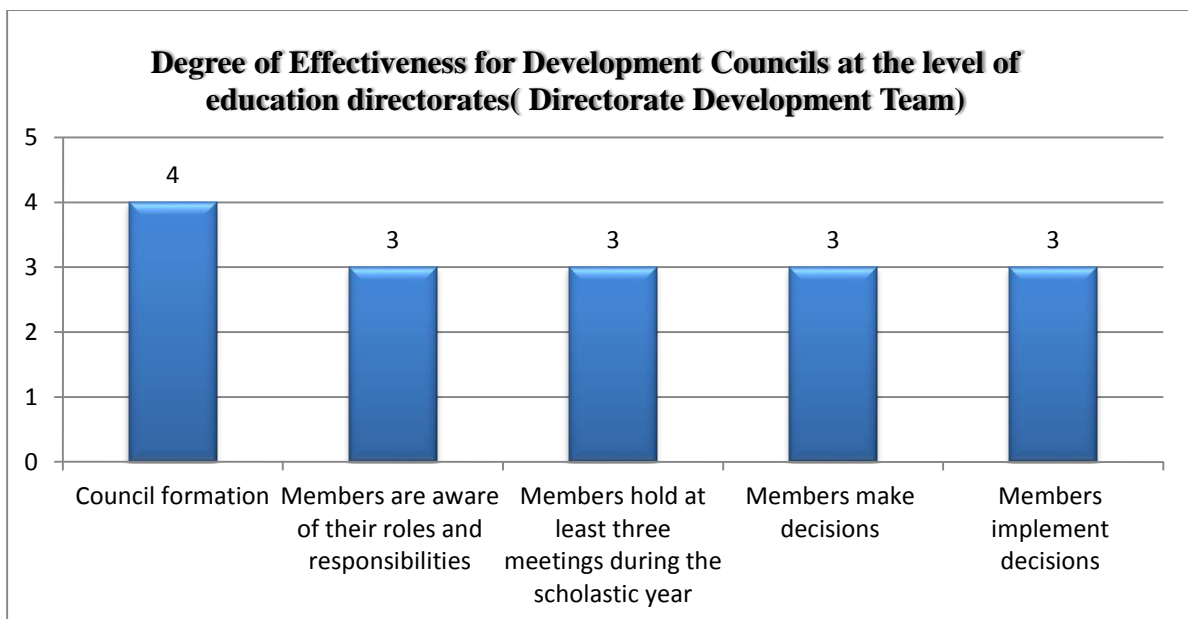
A meeting with educational development councils and their members was held whereby a verbal rating scale was applied for this particular indicator and results are below mentioned in table No.13.To recognize the degree of effectiveness for educational development councils at the MoE directorates, a meeting 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 13 shows the level of effectiveness for educational councils according to directorate development team. Table 14, on the other hand, clarifies the level of effectiveness for educational councils covering school clusters, according to educational council’s members themselves. The results in details are shown in table 15. As for table 16, it presents the percentages of educational councils in which their level of effectiveness has met the target value.

Table (13): Degree of Effectiveness for Development Councils for MoE Directorates- Directorate Development Team

Indicator 4.1 : The degree of effectiveness for development councils formed in MoE directorates					
Standard	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 standards of membership are met here but there is no gender balance of representation	All standards 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 (14): Degree of Effectiveness of Development Councils for MoE
Directorates-Educational Development Council**

Indicator 4.1 : Effectiveness level of Development Councils formed in MoE Directorates					
Standards	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 standards of membership are met here but there is no gender balance of representation	All standards 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 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.

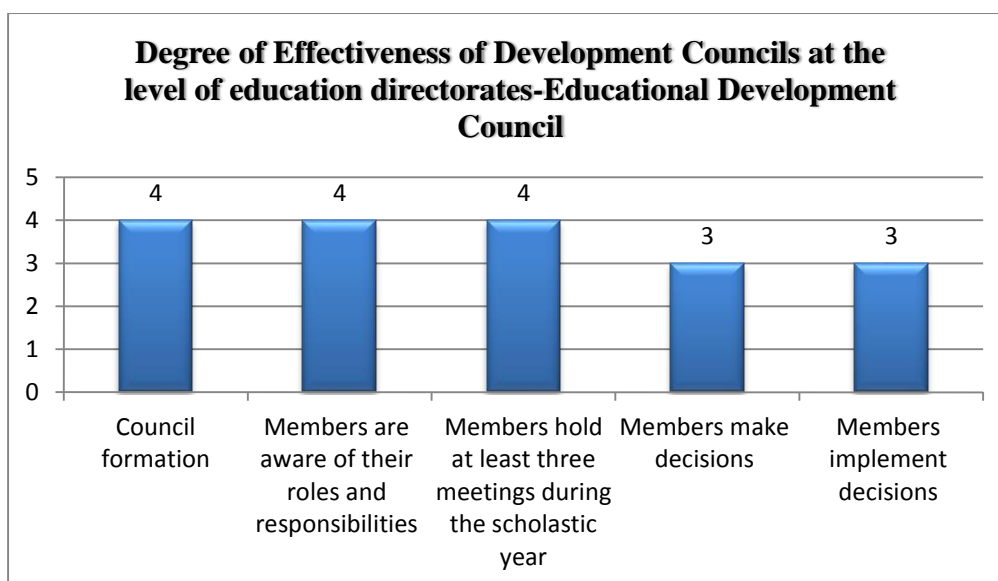
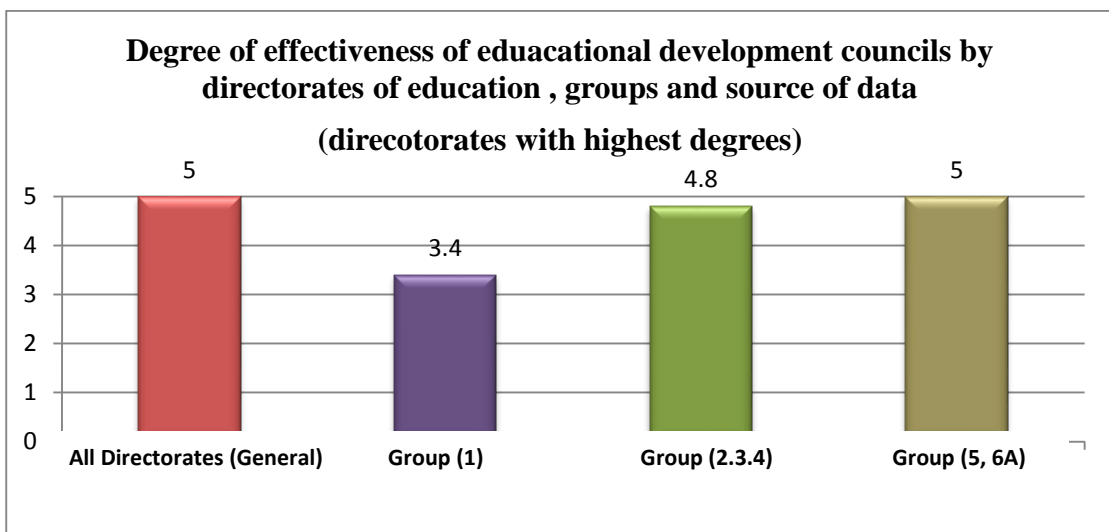
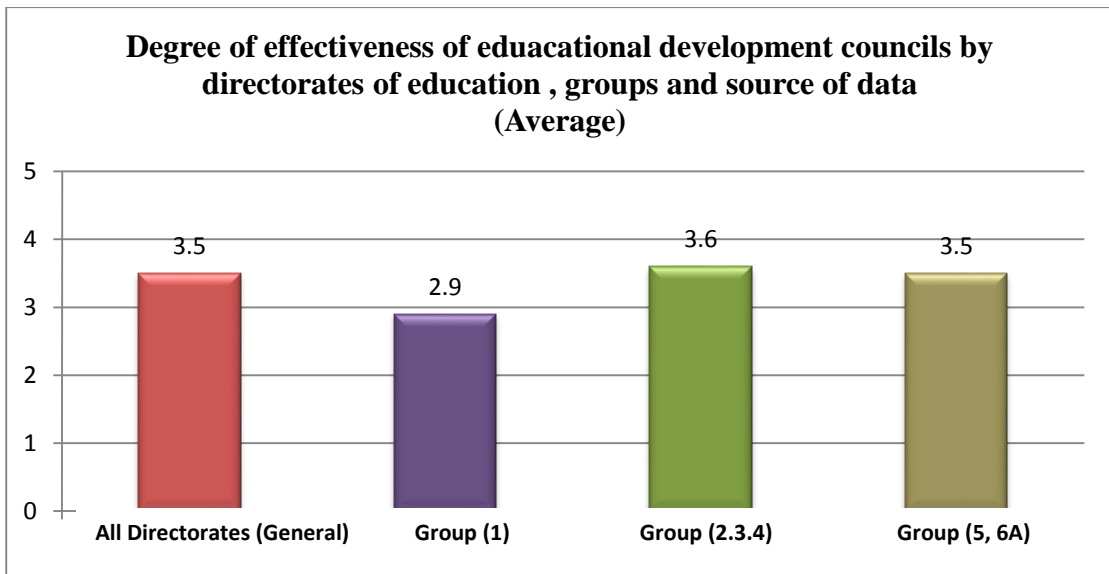
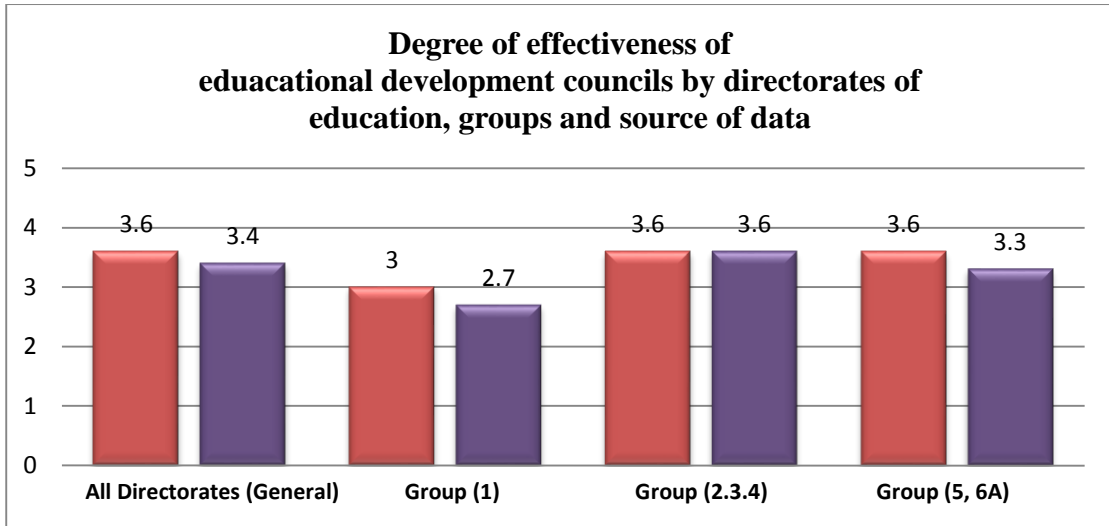


Table 15: Degree of effectiveness for development councils–MoE directorates by directorate group and data resource, general degree and directorates showing highest and lowest degree

Indicator effectiveness degree/5.00	Data resource			Directorates showing highest degree		Directorates showing lowest degree	
	Directorates development teams	Educational Development Council	General Degree	Directorate	Degree	Directorate	Degree
All directorates	.36	.34	.35	Bseirah	5.0	Qasabit Amman	.18
Group 1	3.0	.27	.29	Northern Badia	3.4	North-Western Badia	2.3
Groups (2,3 &4)	.36	.36	.36	Taybeh & Al Wasatiyyah	.48	Marka & Ajloun	.24
Groups (5 &6A)	.36	3.3	3.5	Bseirah	5.0	Qasabit Amman	1.8



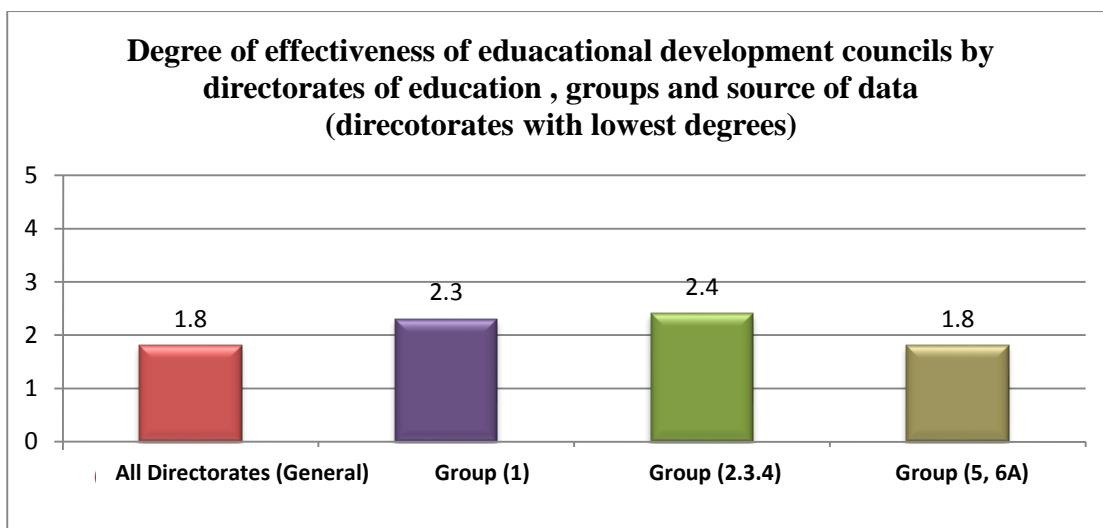


Table (16) Percentages of educational development councils whose degree of effectiveness has met the targeted value (4.0/5.0)

Data Resource	Educational development council			Directorate development team		
	Total number of sample	Number of sample that achieved 4.0/5.0	Total number of sample	Number of sample that achieved 4/5	Total number of sample	Number of sample that achieved 4/5
All groups	22	7	32%	22	10	45
Group 1	2	0	%0	2	0	%0
Groups (2,3 &4)	8	3	38%	8	4	%.50
Groups (5 & 6A)	12	4	33%	12	6	50%

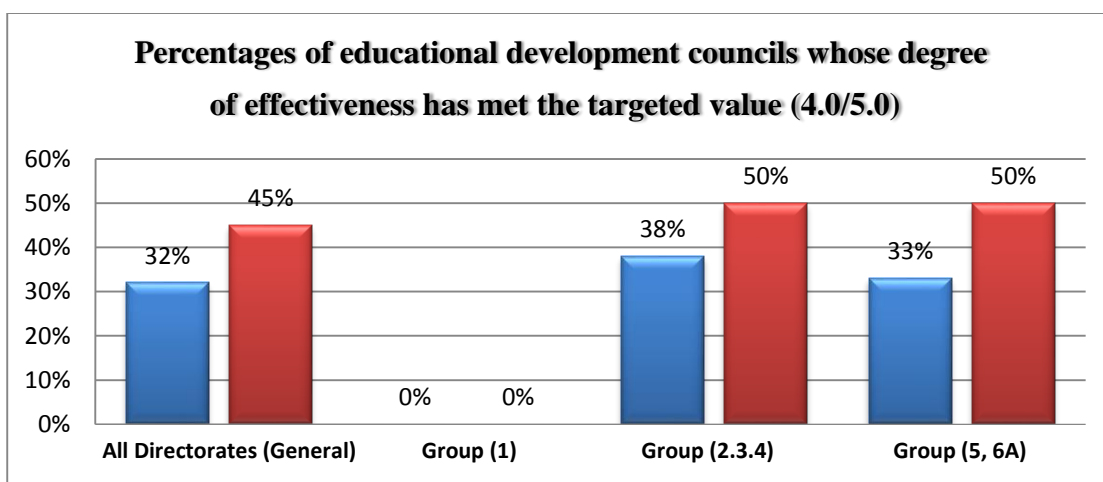


Table 15 shows that according to educational development councils, the rate of effectiveness degree for these councils amounted to (3.4) which is lower than the targeted value (4.0/5.0). On the other hand, the rate of effectiveness degree according to directorate development team stood at (3.6) which is almost the same degree that councils have scored. Regarding the percentage of the educational development councils whose effectiveness degree has met the targeted value was 32%, according to the councils themselves; however this degree was 45% according to the development teams in the directorates as shown in Table 16.

There are many difficulties that encounter the councils and hinder their effectiveness in practice. To mention some; the poor legislation that govern their activities, 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 the 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 the council members along with the documentation of council activities and achievements.

5.1 Degree of satisfaction of principals and teachers with the quality of support provided by education directorates to achieve goals of schools' development plans.

School principals and teachers expressed their views on the indicator “Degree of satisfaction of principals and teachers with the quality of provided by education directorates to achieve goals of school development plans” through two major ways of the data collection. The first comprised focus groups for school development teams and the second includes a questionnaire distributed among the same teams. As shown in Table 17, the general level of satisfaction was weak. Table 18 shows the results in details for the level of satisfaction of focus groups whereas Table 19 includes the analysis of the questionnaires.

Table 17: Degree of satisfaction of principals and teachers with the quality of support provided by education directorates to achieve goals of schools' development plans

Indicator 5.1 Degree of satisfaction of principals and teachers with the quality of support provided by education directorates to achieve goals of schools' development plans.					
Goal	Level 1	Level 2	Level 3	Level 4	Level 5
The evaluator assesses the level of satisfaction of participants according to their responses and answers received during meetings	dissatisfied	low	weak ☒	satisfied	strong

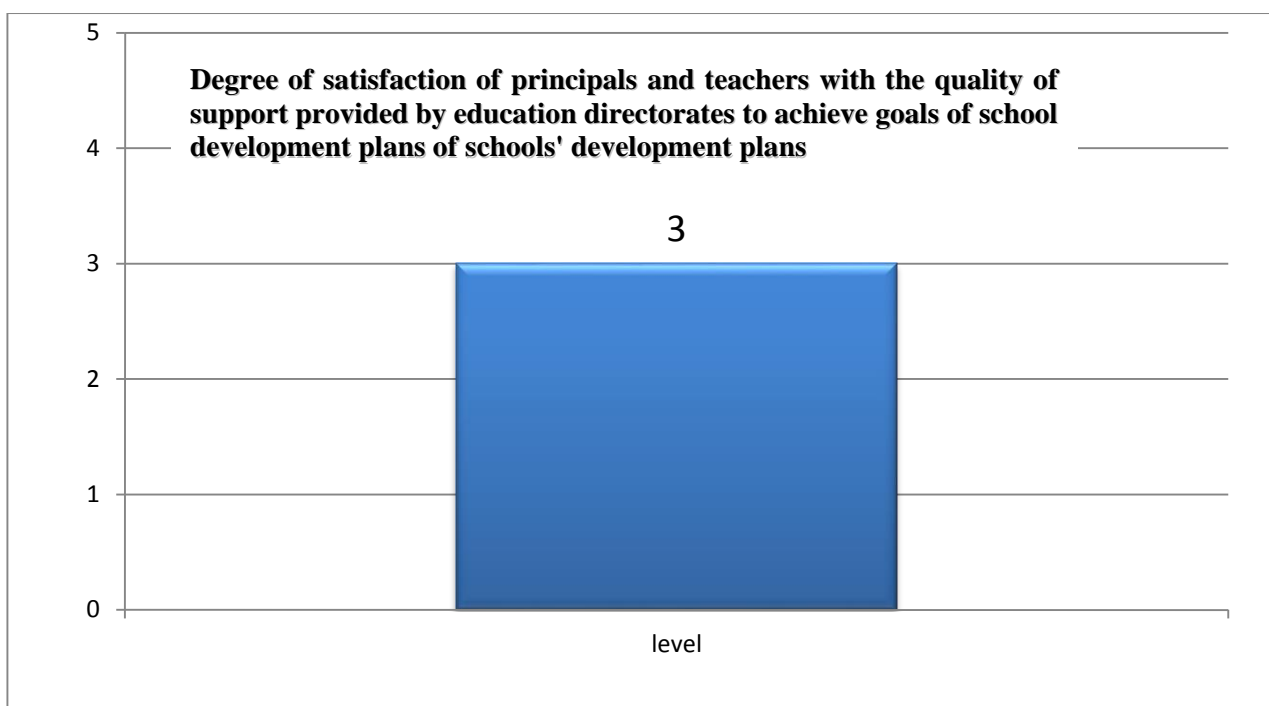
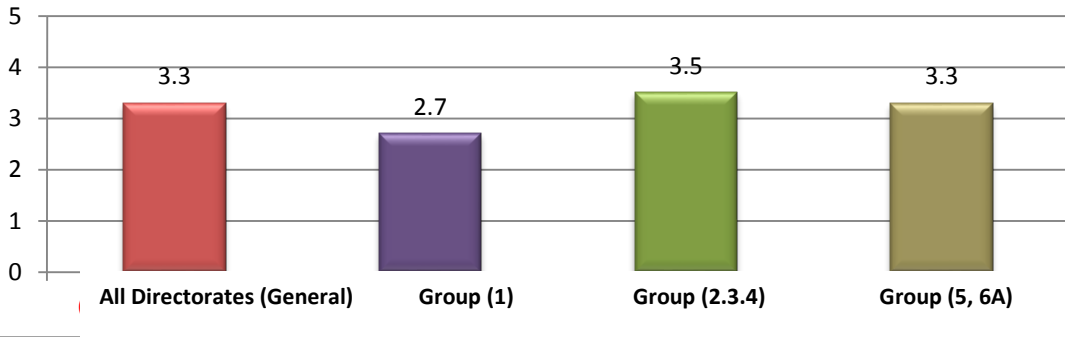


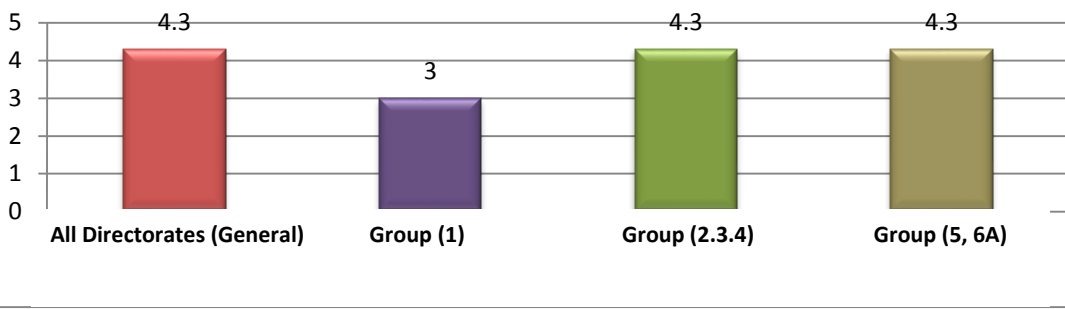
Table 18: Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Focus groups)

Data resource	School development team						
	General degree	Directorates showing high degree of satisfaction		Directorates showing low degree of satisfaction		Gender	
		Directorate	Degree	Directorate	Degree	Males	Females
All directorates	.33	Petra & Shobak	.43	Bani Kenanah	2.2	3.1	3.5
Group 1	.27	Nort-Eastern Badia	.30	North-Western Badia	2.3	2.2	3.2
Groups (2,3 &4)	.35	Petra	4.3	Southern Mazar	3.0	3.3	3.8
Groups (5 & 6A)	.33	Shobak	.43	Bani Kenanah	2.2	3.1	3.4

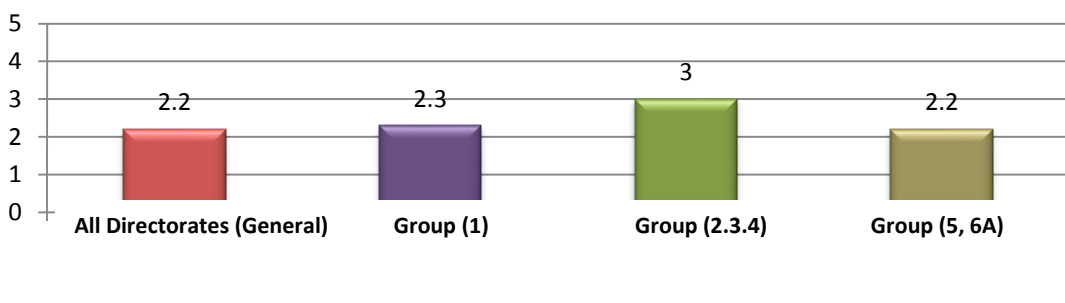
Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Focus groups/ Average)

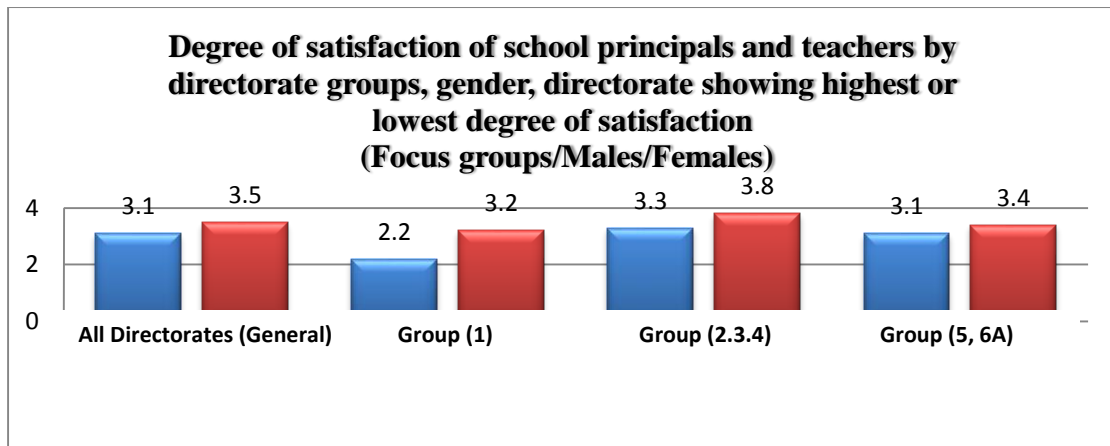


Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Focus groups/ Directorates with the highest degree of satisfaction)



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





As shown in Table 18, it is noticed that the general degree of satisfaction stood at 3.3 which is lower than the targeted degree (4.0-5.0) and that this degree was higher among the females compared with the males.

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 directorates 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.

The 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 of schools.
- The need to hold mutual visits between 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.
- 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.

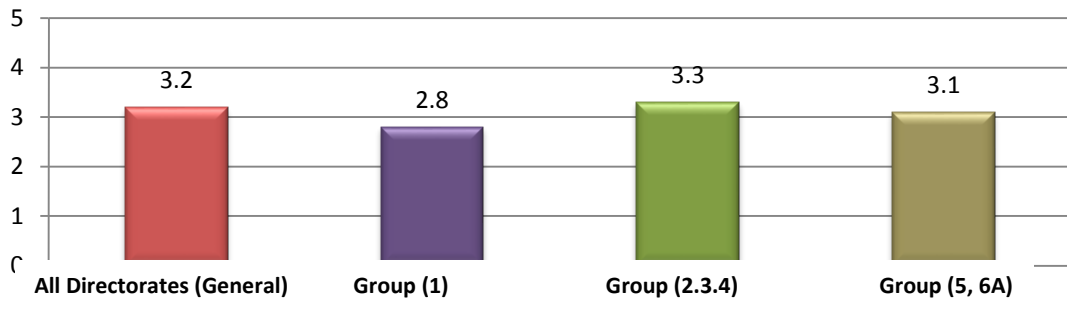
Table 19: Degree of Satisfaction of School Principals and Teachers by Directorate groups, Gender and Directorate Showing High or Low Degree of Satisfaction (Questionnaire Analysis)

Data resource	School development team										
Indicator effectiveness degree/5.00	General degree	Directorates showing high degree of satisfaction		Directorates showing low degree of satisfaction		Satisfaction by gender		Criterion that accounts for the highest degree of satisfaction		Criterion that accounts for the lowest degree of satisfaction	
		Directorate	Degree	Directorate	Degree	Males	Females	Standards	Degree	Standards	Degree
All directorates (Average)	3.2	Petra, Qasabit Al Kerak & Bseirah	.36	Bani Kenanah	.26	3.0	.33	Paragraph13-“ directorate supervises the process of conducting national and international exams and saves their results in records”& Paragraph "26 where the directorate staff make field visits to female schools to follow up achieving goals of directorate plans"	3.7	Paragraph 11 “ directorate helps schools work effectively with students with students with special needs (human, financial and technical resources)	2.5

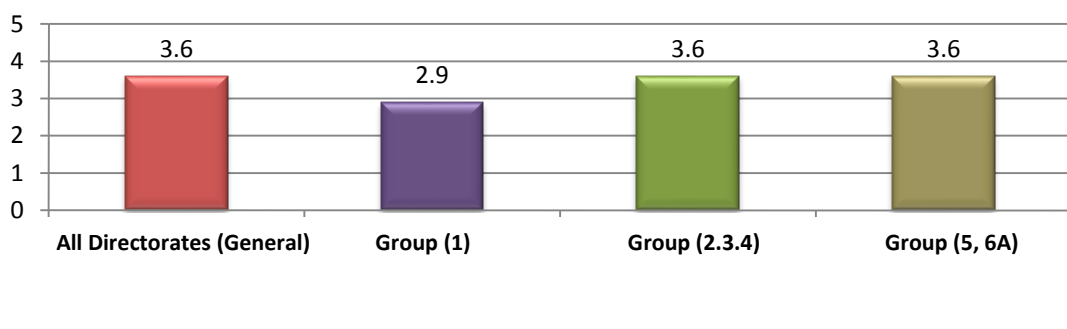
Group 1	2.8	North-Western Badia	2.9	North-Western Badia	.28	.32	.34	Paragraph13-“ directorate supervises the process of conducting national and international exams and saves their results in records”	.35	Paragraph 3” directorate provides principal and teachers(both females and males) with activities that enhance their professional development in the following aspects: -students with special needs(gifted and slow learners	.20
Groups (2,3&4)	3.3	Petra	.36	Southern Badia	.30	.32	.34	Paragraph 13” directorate supervises the process of implementing national and international exams and saves their results in records”	.49	Paragraph 11” directorate helps schools work effectively with students with special needs (human, financial and technical resources	.27
Groups (5 &6A)	.31	Qasabit Al Kerak & Bseirah	.36	Bani Kenanah	.25	2.9	.33	Paragraph "26 where the directorate staff make field visits to female schools to follow up achieving goals of directorate plans"	3.8	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	.25

										<p>effectively with students with students with special needs (human, financial and technical resources) 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)</p>	
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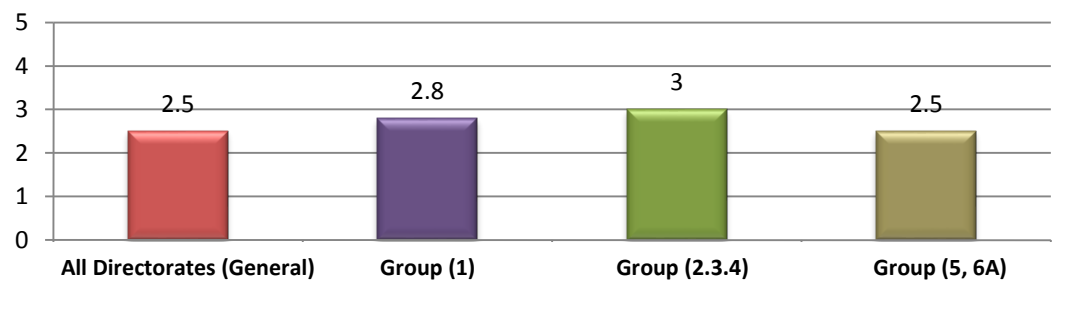
Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Questionnaire Analysis (Average))



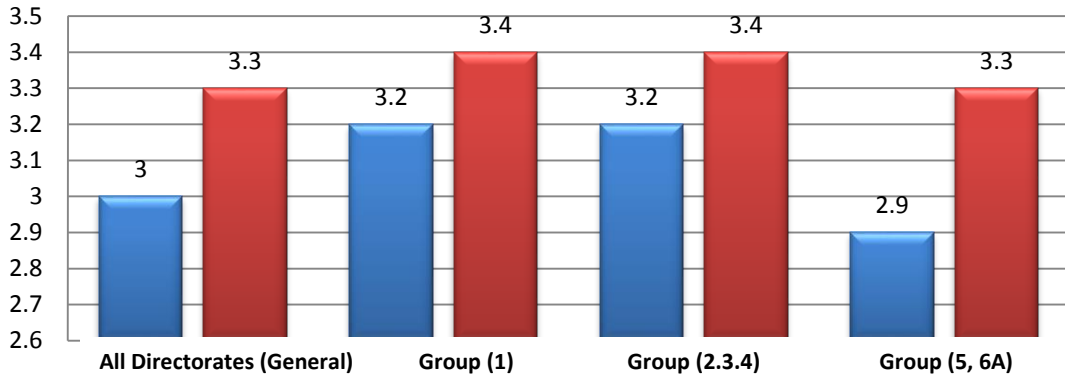
Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Questionnaire Analysis – (Directorates with highest degree))



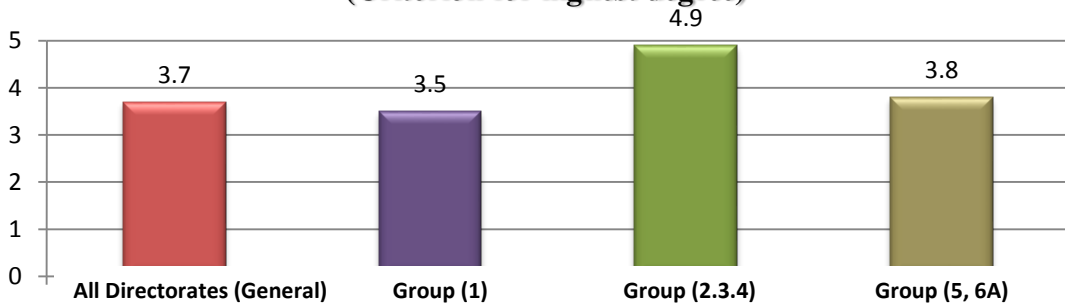
Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Questionnaire Analysis – ((Directorates with lowest degree



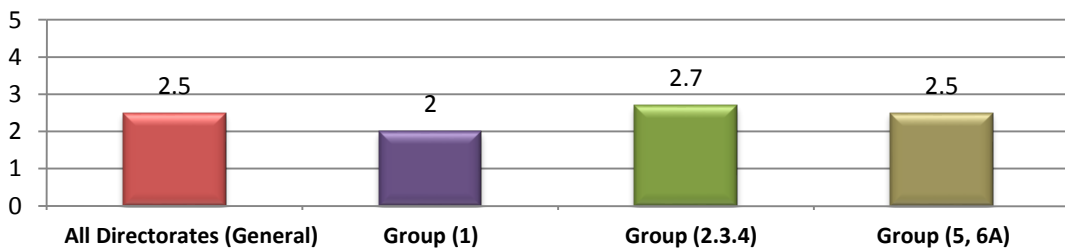
Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Questionnaire Analysis – (Satisfaction degree by sex)



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



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



Once studying Table 19, 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 standards of credibility in giving information.

6.1 Degree of satisfaction of MoE directorate staff with 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 through questionnaires. Tables 19 & 20 show that the degree of satisfaction was weak, while Table 22 presents details of satisfaction of focus groups and Table 23 includes questionnaire analysis.

Table 20: Degree of Satisfaction of MoE Directorate Staff with the Quality of Support Provided from MoE Center for the Purpose of Implementing Development Plans for Directorates – Educational Supervisors

Indicator 6.1: Degree of satisfaction of MoE directorate staff with 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
The evaluator assesses the level of satisfaction of participants according to their responses and answers received during meetings	dissatisfied	Low <input checked="" type="checkbox"/>	weak	satisfied	strong

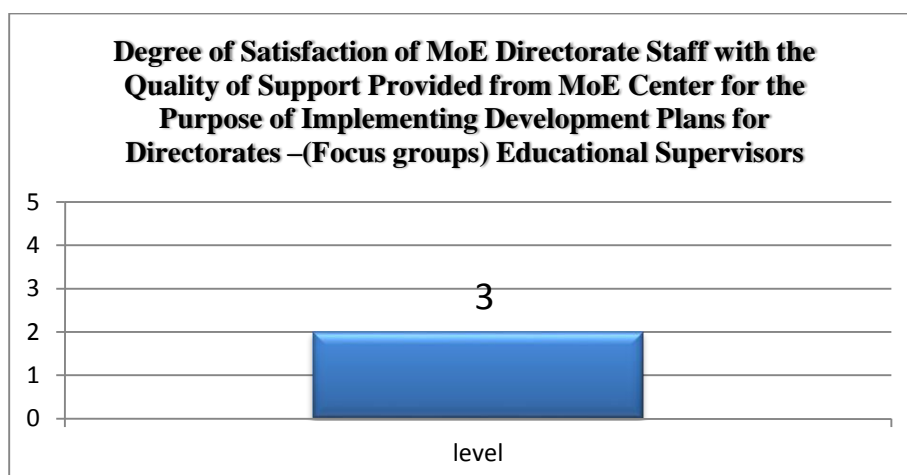


Table 21: Degree of Satisfaction of MoE Directorate Staff with the Quality of Support Provided from MoE Center for the Purpose of Implementing Development Plans for Directorates – Educational Development Team

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
The evaluator assesses the level of satisfaction of participants according to their responses and answers received during meetings	dissatisfied	low	weak ☒	satisfied	strong

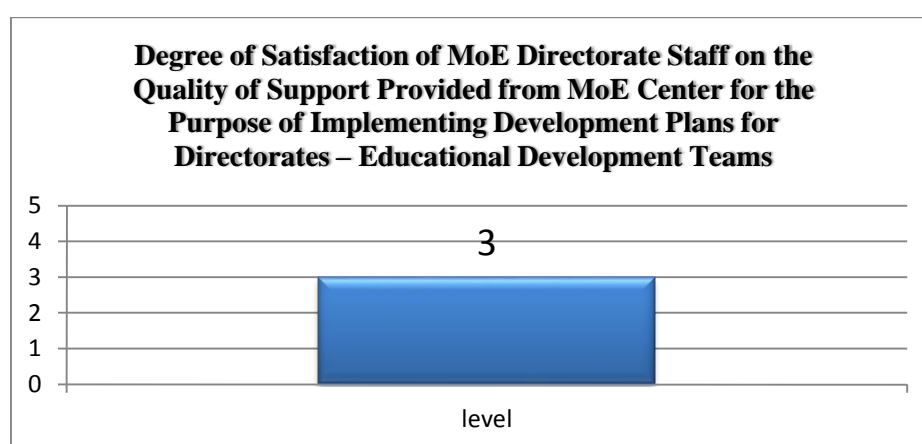
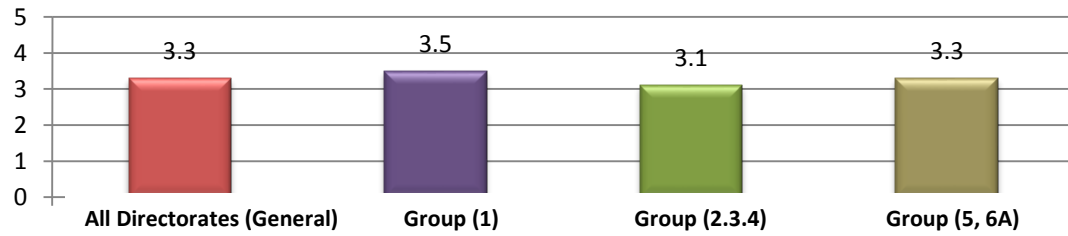


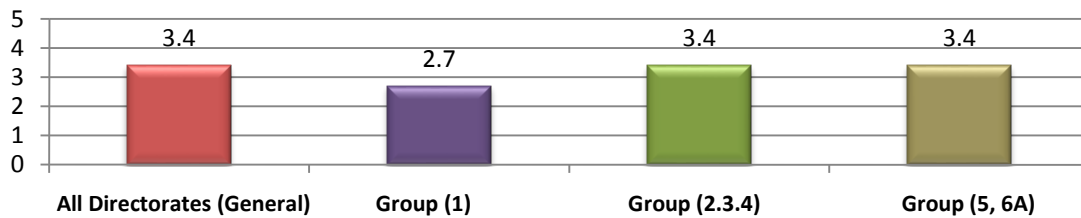
Table 22: Degree of satisfaction of support provided by MoE's Center to the staff, by directorate groups, data resource and directorate showing high or low degree of satisfaction – (Focus groups)

Data resource	Directorate development team	Educational supervisors	General satisfaction (development team+ supervisors)				
			Degree	Directorates showing highest degree of satisfaction		Directorates showing lowest degree of satisfaction	
				Directorate	Degree	Directorate	Degree
All directorates	3.3	.29	3.1	Marka, Petra & Deir Allah	4.0	Southern Badia & Theiban	2.0
Group 1	3.5	2.5	3.0	North-Western Badia	3.0	North-Western Badia	3.0
Groups (2,3 &4)	3.1	.33	3.0	Marka & Petra	4.0	Southern Badia	.20
Groups (5 & 6A)	.33	2.8	3.1	Deir Allaha	4.0	Theiban	.20

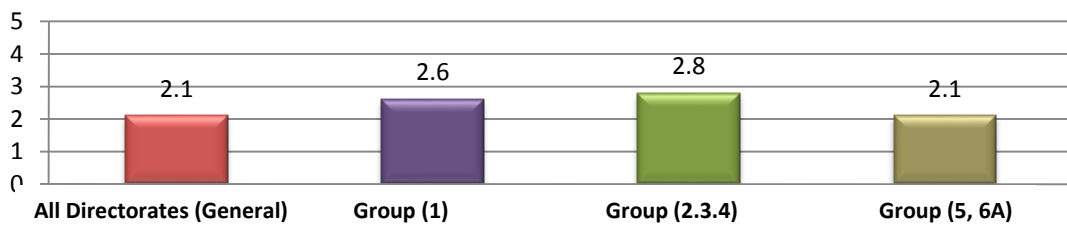
Degree of satisfaction of education directorates' staff with the quality of support provided by the MoE's Center for development plans implementation – (Focu groups) / (Directorates' development teams)



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)



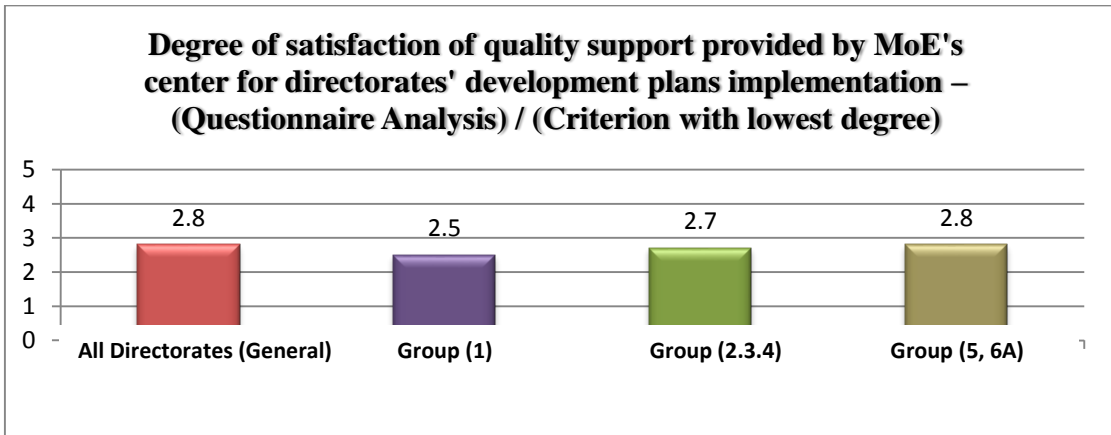
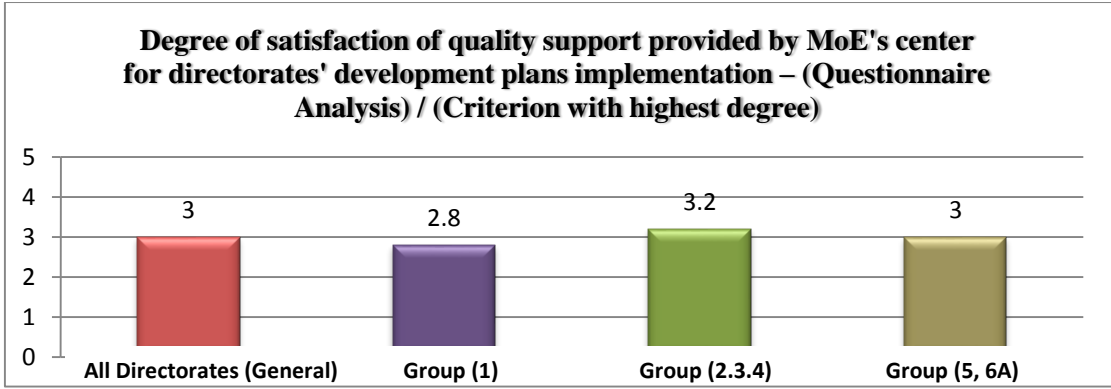
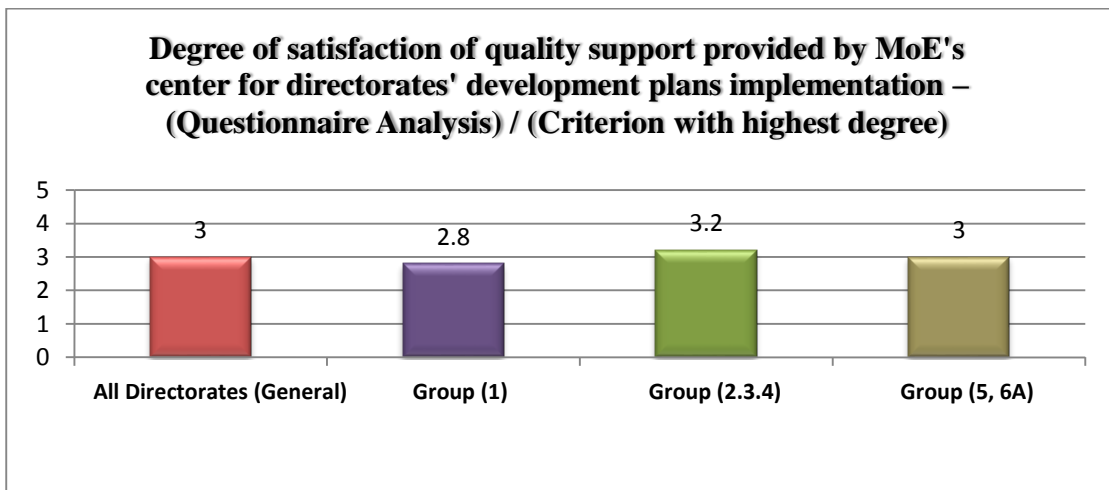
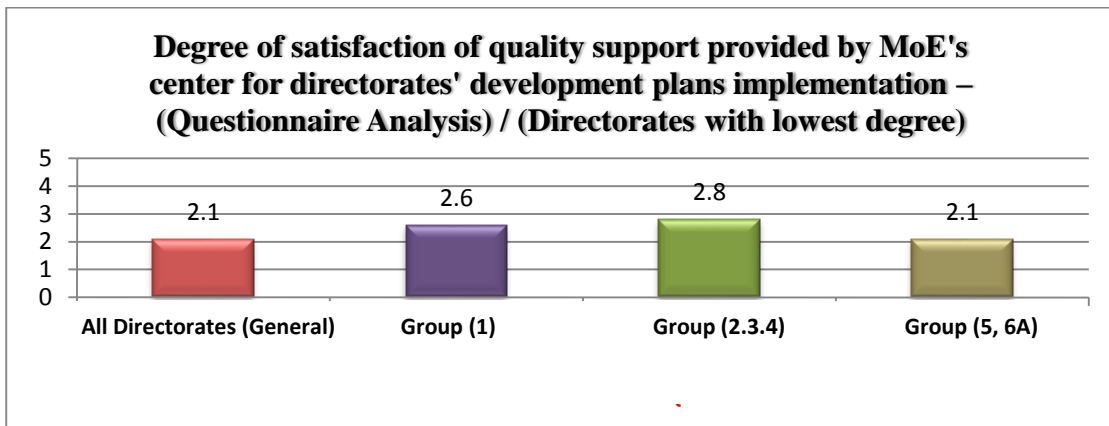
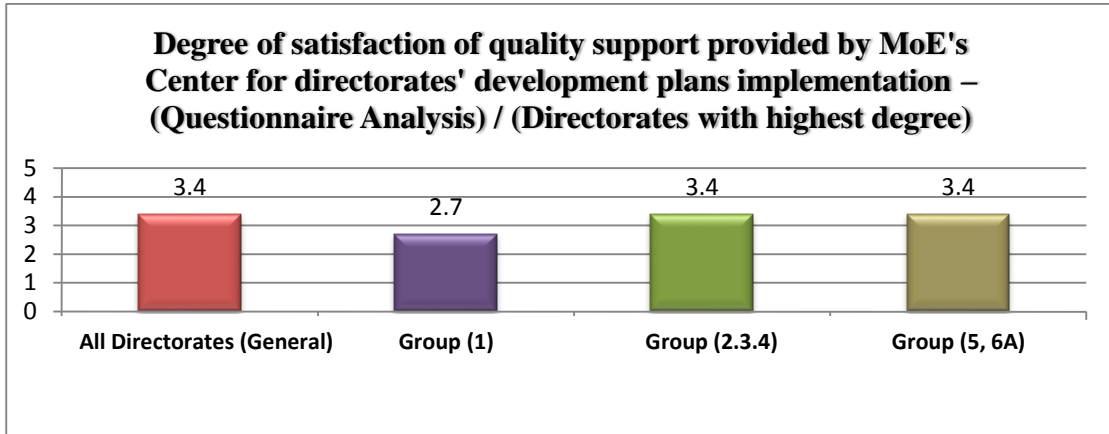
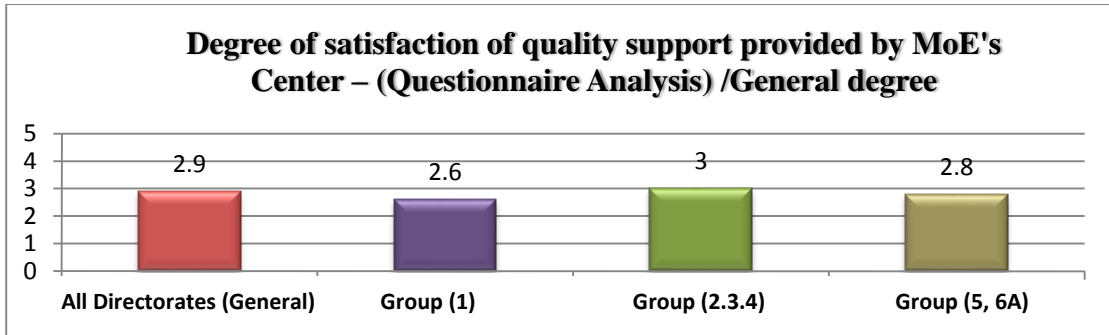
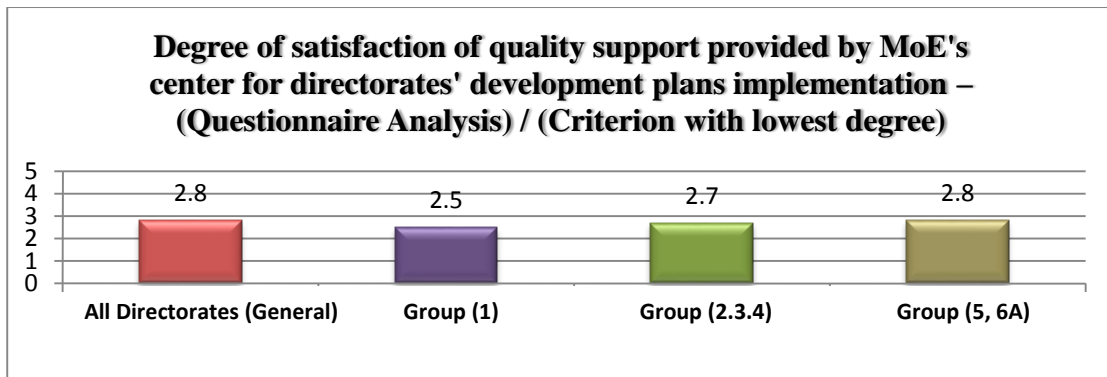


Table (23): Degree of satisfaction of directorate staff, by directorate groups, and directorate showing high or low degree of satisfaction (Questionnaire Analysis)

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		Standards of the highest degree of satisfaction		Standards of the lowest degree of satisfaction	
		Directorate	Degree	Directorate	Degree	Standards	Degree	Standards	Degree
All directorates	.29	Qasabit Irbid, Al Taibeh & Al Wasatiyyah	.34	Theiban	2.1	Paragraph 5 “MoE follows up financial analysis done by directorates which clarifies expenditures on schools “ And Paragraph 3” feedback received from MoE on reports submitted from your directorate”	3.0	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 4” support provided from MoE center related to efforts exerted to activate educational development councils”	.28

Group 1	.26	North-Western Badia	.27	North-Western Badia	2.6	Paragraph 1” support provided from MoE to ensure the best use for database related to common needs of schools “	.28	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.”	.25
Groups (2,3 &4)	.30	Taibeh & Al Wasatiyyah	2.8	Southern Mazar & Southern Badia	.28	Paragraph 5 “MoE follows up financial analysis done by directorates which clarifies expenditures on schools “& Paragraph 3” feedback received from MoE on reports submitted from your directorate”	.32	Paragraph 4” support provided from MoE center related to efforts exerted to activate educational development councils”	2.7
Groups (5 & 6A)	.28	Qasabit Irbid	3.4	Theiban	.21	Paragraph 5 “MoE follows up financial analysis done by directorates which clarifies expenditures on schools “	3.0	All other paragraphs (1,2,3,4 & 6)	.28





Referring to table (22) which relates to focus groups, the general degree of satisfaction amounted to (3.3) for directorate development team and the supervisors' satisfaction degree stood at (2.9), while the general satisfaction degree (development teams and supervisors) reached (3.1). Generally speaking, it is below the target degree (4.0/5.0).

As shown in Table 23, the degree of general satisfaction (for directorate development team and educational supervisors), using the questionnaire method, reached (2.9) scoring less than target degree (4.0-5.0). Here it is noticed that the directorate groups are not similar in determining the degree of satisfaction to range between (3.4) and (2.1).

One aspect had been shown to be the least satisfying standards represented by the “support provided from MoE to related efforts exerted by directorates 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, respondents 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. This is added to the insufficient number of educational supervisors to follow up the implementation of the program as required.

The 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. It is also imperative 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. Moreover, it is recommended that the Ministry holds continuous awareness workshops that reiterate the importance of SDDP and clarifies the roles and responsibilities of all parties involved in the SDDP implementation. Educational supervisors at the Ministry Center should also provide needed assistance and support education directorates to carry out professional development plans to meet their needs as well as common needs of schools.

7.1 Degree of implementing communication strategy related to SDDP

The degree of implementation has scored 10% until 30 June for the current year. The following have been achieved:

- Approving of the communication strategy in the second half of 2012.
- Awareness sessions were held on this strategy for the heads of Media Management and Community Communication Divisions at the education directorates.
- Initiating dialogues with the key elements of the educational process and key personalities in the society in order to establish partnerships between educational institutions and local community.
- Developing institutional communication training manuals. The training manuals were tried on a sample of specialized directors at the Ministry Centre within a training manual for higher management.
- A group of MOE staff (108) 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.
- Launching an awareness campaign through mass media to disseminate the importance of SDDP and writing about success stories.
- Creating Face book groups to enhance communications among heads of media divisions regarding this strategy.

Among **the enabling strength points that help** strategy implementation were:

- Forming a communication team comprising experienced staff: Director of Community Communication, Head of Division of Public Relations and Media, Head of Division of SDDP, coordinator of monitoring and evaluation (M & E) in the DCU.
- Having head of divisions who are fully trained and ready to work at the field directorates.
- Having good relations with media and press representatives.

Among the **weakness areas that hindered** the strategy implementation were:

- Lack of enthusiasm to implement this strategy by the concerned managing directorates.
- Weakness of institutionalization and structuring of communication in the MoE.
- Absence of capacities and motivation by the concerned directorates.
- Insufficient financial allocations.
- Lack of inverting tasks on the job description cards of employees in the concerned divisions.

8.1 Degree of satisfaction of MoE staff with communication at the Ministry Centre, education directorates, schools and the local community concerning the SDDP.

This satisfaction has not been measured yet.

Average result 2.0: An effective education school-based system has been institutionalized as a key tool for providing students with quality education that enhances their abilities, skills and attitudes toward knowledge economy.

Indicators

- 2.1 Percentage of implemented policies and procedures which are sensitive to gender and supportive to a school –based education system.
- 2.2 A united and accredited tool for school self –assessment that is based on the results of ERfKE and used for general and professional accountability.
- 2.3 Degree of satisfaction of concerned parties with devolution of authorities in decision making and allocating resources related to support school development plans implementation.
- 2.4 Degree of satisfaction of concerned parties with the utilization of data and information provided by SDDP to enhance policy mapping process, designing MoE strategic plans and allocating resource.

2.1 Percentage of implemented policies and procedures which are sensitive to gender and supportive to a school –based education system.

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 in 2012, was revised and assessed for the purpose of including suitable and adequate environment in such policies which ultimately aim at achieving success and sustainability of the SDDP implementation process.

2.2 A unified and accredited tool for school self –assessment that is based on the results of ERfKE and used for general and professional 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 all education directorates until 2013. In 2014, the assessment tool has been reviewed and developed to be more effective. And this developed tool will be used during the 6A phase in the directorates in the next expansion phase.

2.3 Degree of satisfaction of concerned parties with devolution of authorities in decision making and allocating resources related to support 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 & E coordinators in all education directorates. Another activity has been accomplished realized by data collection from all directorates implementing the program and the third 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 that MoE is currently working on developing a mechanism that ensures the access of data and information by a special party in MoE to be responsible for analyzing it and be the solid base for decision making processes, educational policy mapping and strategic planning at the national level. The degree of satisfaction has not been measured yet.

2.2.2 Direct Results

Direct result 1.1: An integrated development gender - sensitive approach based on the needs is applied at the levels of the school, directorate and the Ministry with efficient partnership with the 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.

1.1.1 Percentage of directorate development plans that meet quality standards.

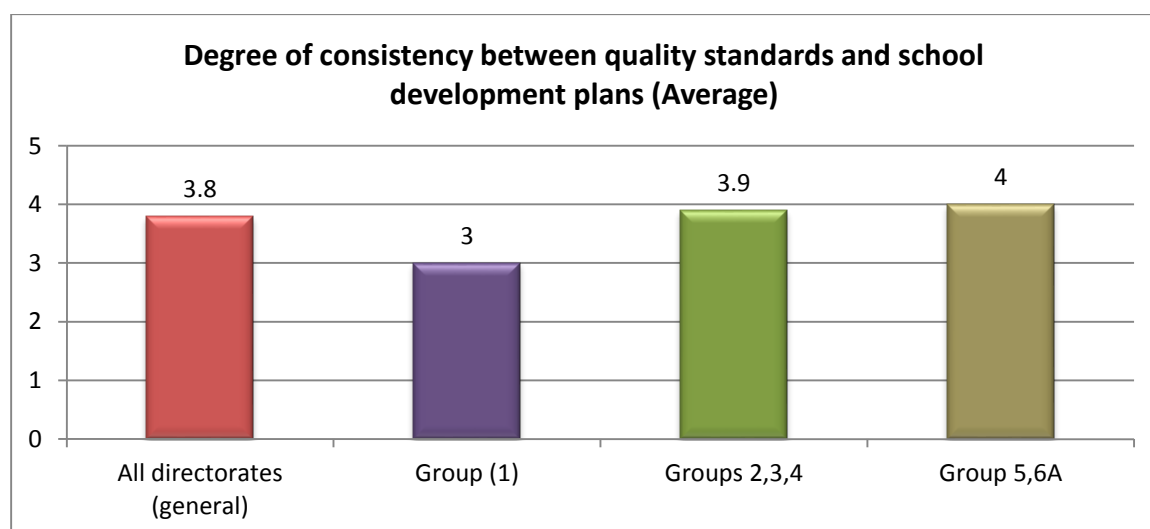
A random sample of development and procedural plans was evaluated, (10%) of the gross number of plans, taking into consideration the type of school (boys, girls and mixed) and the education cycle (basic /secondary). The verbal rate scale was utilized for this indicator. The results of the standards level are shown in Table 24 whereas the detailed results are shown in Tables 25 and 26.

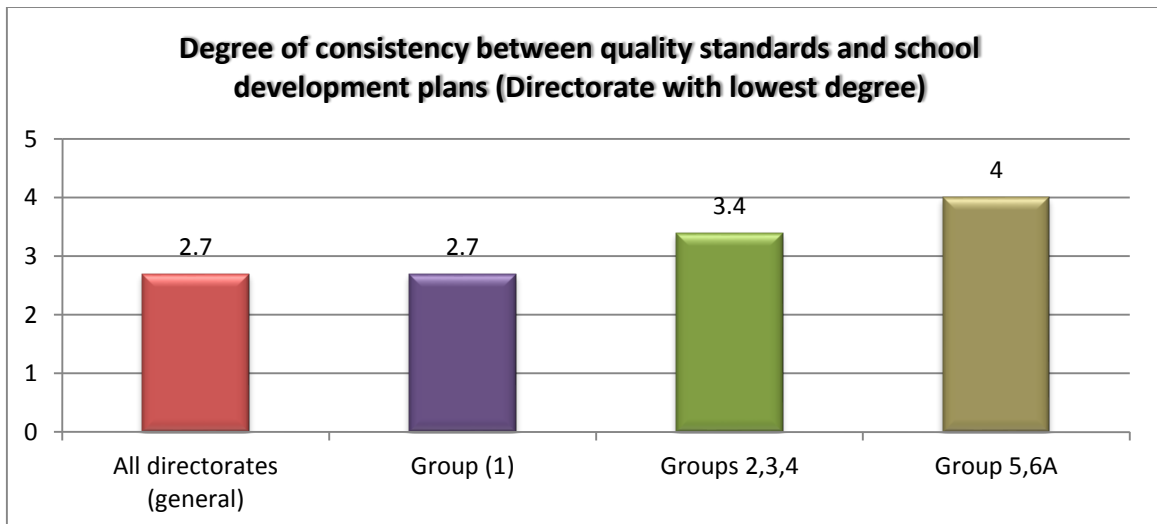
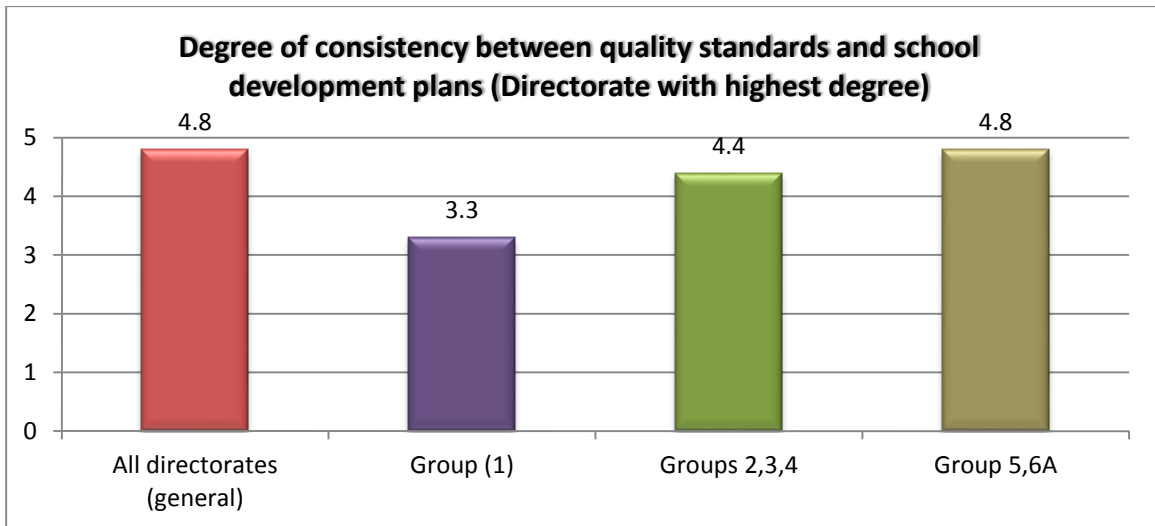
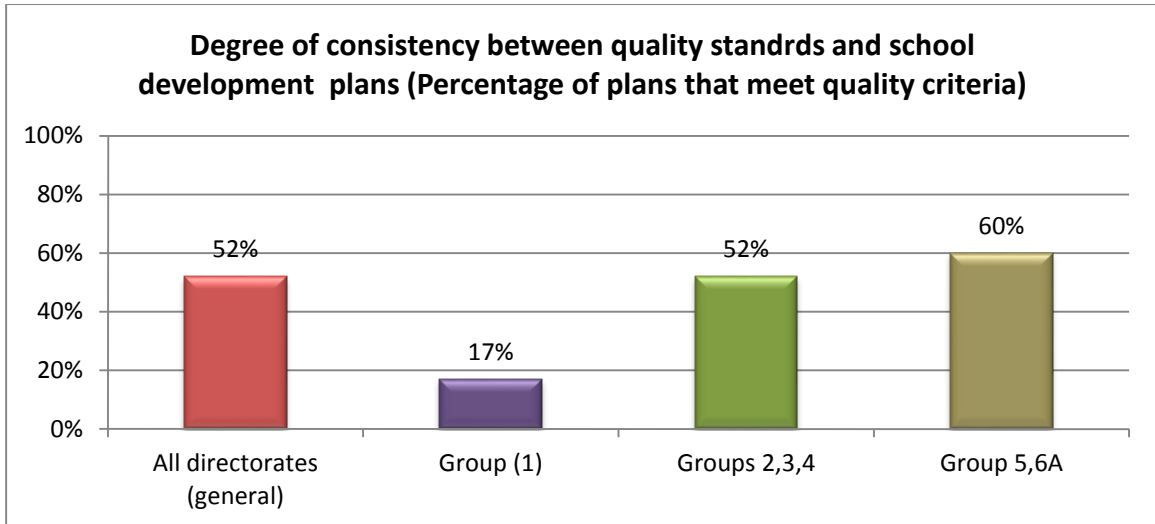
Table 24: School Development Plans by Standards Level

Indicator 1.1.1 percentage of school development plans that meet quality standards					
Standards	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.
There is a logical relevance between activities and results	Lack of relevance	There is relevance between some results ,activities and outputs	Half of the results have related activities and outputs	The majority of the results are related to activities and outputs	All results are related to activities and outputs
Responsibilities are defined with relevance to 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					Yes (3.0)
Approved by educational council for cluster schools					Yes (3.8)

Table 25: 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	Procedural and development school plans									
	General degree	Percentage and number of plans that meet quality standards (5.0/4.0)			Directorates showing highest degree		Directorates showing lowest degree		Boys' schools	Girls' schools
		Total number of plans	Number of plans that meet quality standards (4.0/5.0)	Percentage of plans that meet quality standards (4.0/5.0)	Directorate	Degree	Directorate	Degree		
All directorates (general)	3.8	224	117	52%	Deir Allah	4.8	North-Western Badia	2.7	3.7	3.9
Group (1)	.30	27	5	%17	Northern Badia	4.3	North-Western Badia	2.7	3.3	2.9
Groups (2,3 &4)	3.9	71	37	%52	Southern Badia	4.6	Marka	.34	3.7	.40
Groups (5 &6A)	4.0	126	75	%60	Deir Allah	4.5	Theiban	3.7	3.7	4.1





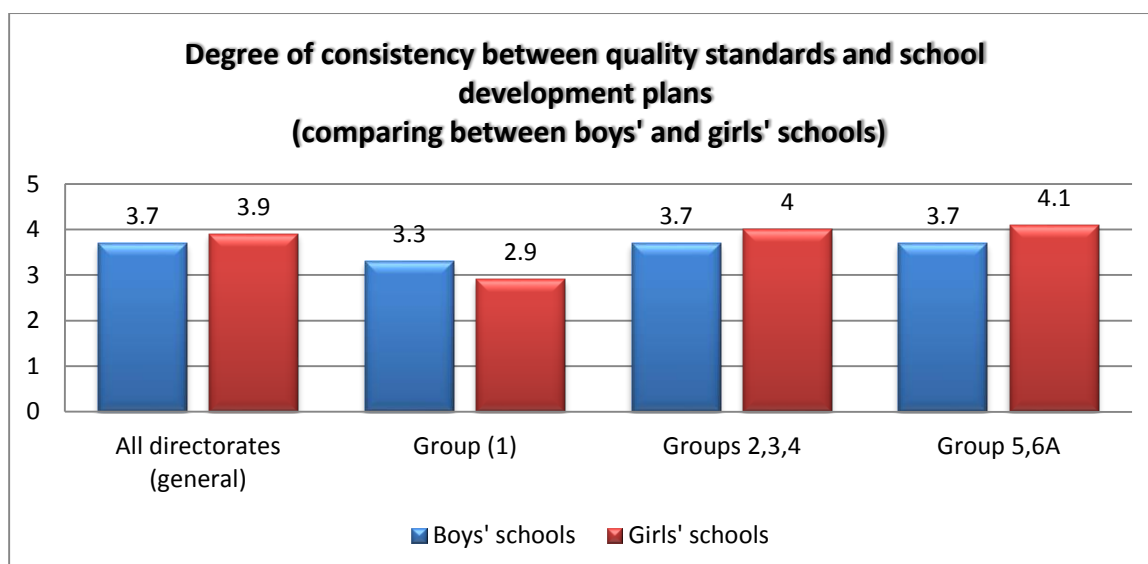
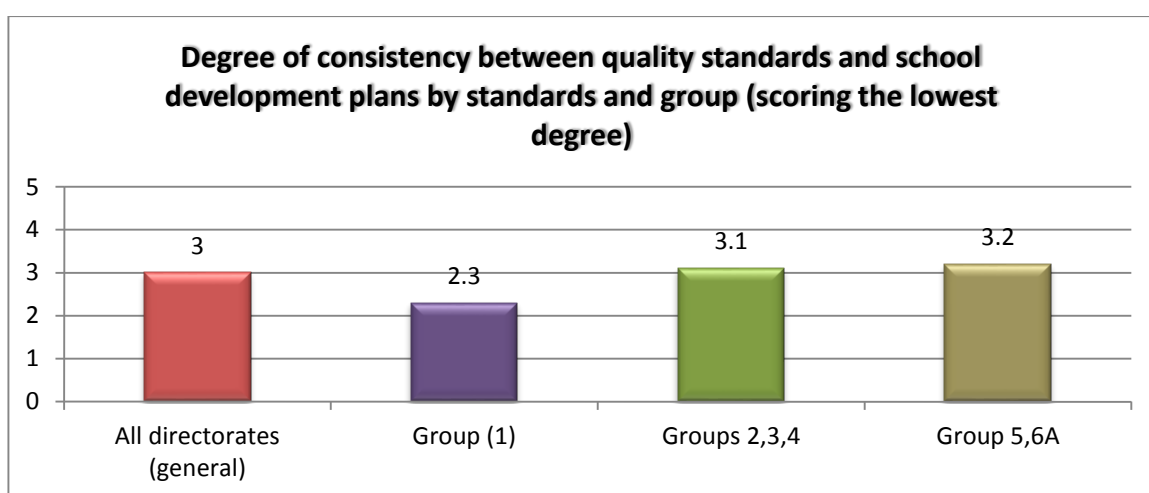
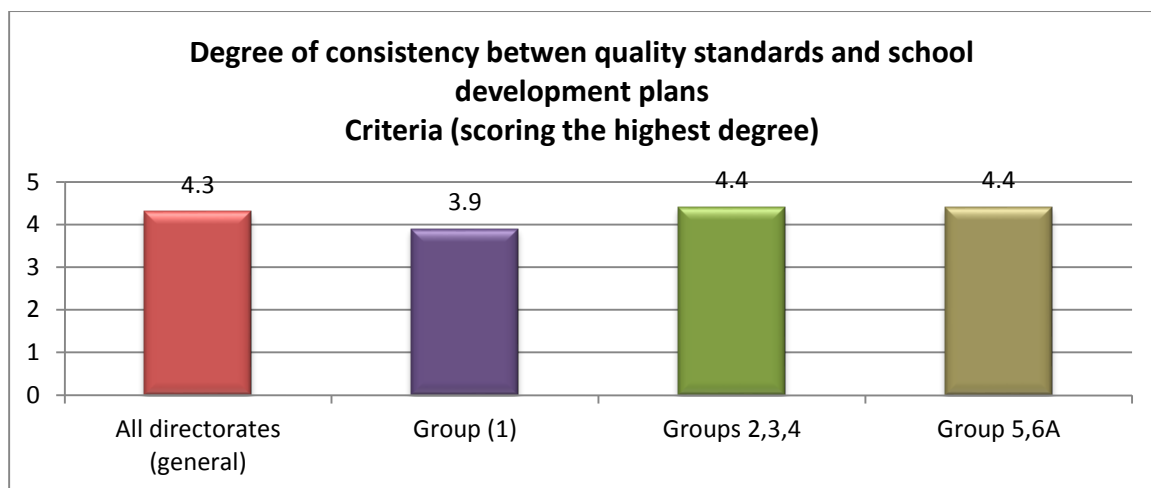


Table 26: Degree of consistency between quality standards and school development plans by standards and groups

Data resource	Development and procedural school plans				
	Degree of effectiveness Indicator 5.00/	Standards (scoring the highest)	Degree of highest standards	Standards(scoring the lowest)	Degree of lowest standards
All directorates (Average)		Priorities have been identified according to school needs as indicated by the feedback. Results are related to schools' priorities	4.3	Timetable for implementation is realistic	3.0 Yes
Group 1		Priorities have been identified according to school needs as indicated by the feedback. Results are related to schools' priorities	3.9	Timetable for implementation is realistic	2.3 No
Groups (2,3 &4)		Priorities have been identified according to school needs as indicated by the feedback. Results are related to schools' priorities	4.4	Timetable for implementation is realistic	3.1 Yes
Groups (5 & 6A)		Priorities have been identified according to school needs as indicated by the feedback. Results are related to schools' priorities	4.4	Timetable for implementation is realistic	Yes 3.2



Considering Tables 25 and 26, it is noticed that the average of quality degree for school development plans is approximately (3.8) which is the same amongst all directorate groups (i.e. group 2, 3, 4, 5 and 6A) ranging from (3.9) to (4.0) as it is around the targeted degree (4.0/5.0). On the other hand, quality degree for group one directorates seems to be below the target amounting (3.0). As for directorates showing the highest or lowest degree of quality, Qasabit Deir Allah directorate has reached the highest degree of quality (4.8) while North-Western Badia directorate has scored the lowest degree (2.7). Regarding the gender degree, the quality in the girls' schools showed higher degree than the boys', as it was (3.9) and (3.7) respectively.

The criterion related to rubric scale of this indicator indicates that "Priorities have been identified according to schools needs specified in their self-assessment and feedback data" has scored the highest degree in all groups. Surprisingly, the criterion regarding "Timetable for implementation is realistic" has scored the lowest degree of consistency in all groups. As

for the percentage of school development plans that scored a degree of quality amounting 4.0+, a total number of 117 plans out of 224 have been evaluated at a percentage of 52%.

Regarding recommendations for this indicator, they were mainly focused on building up capacity of school development teams regarding result-based management and the need to include this in schools' procedural and developmental plans. In addition to introducing development effective activities that help in achieving desired school development.

2.1.1 Percentage of directorate development plans that meet the quality standards

The major components of directorate development plans include defining the extent to which schools' 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 a sample of 22 development plans.

A verbal rate scale was utilized for all groups and the results of the standards level are shown in Table 27 whereas detailed results are shown in Tables 28 and 29.

Table No (27): Field directorates' improvement plans by standard level

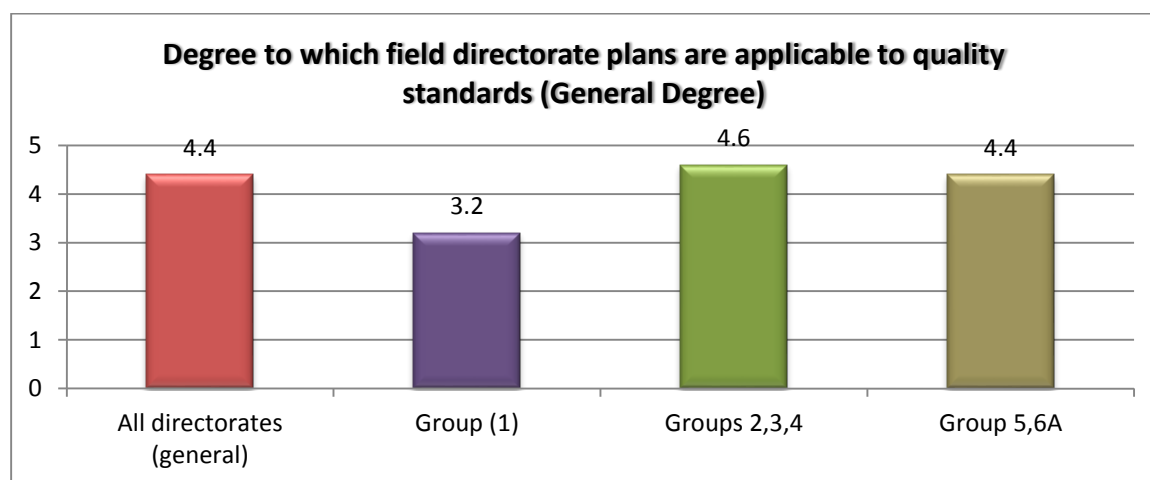
Indicator 2.1.1 Percentage of field directorates' plans which apply quality standards					
Standards	Level 1	Level 2	Level 3	Level 4	Level 5
Prioritizing has been done according to directorates' and schools' needs as mentioned in self-review data	No relations between priorities and directorates\ and 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 meets 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.

Indicators are related to outcomes	No relation	Some outcomes have their own compatible indicators and there are quantitative and qualitative indicators, a baseline and one target	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
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					No (4.0)
The plan has been endorsed by the Council of Educational Development					Yes(4.0)

<p>Taking into account the differences of both males and females (gender) in terms of :</p> <ul style="list-style-type: none"> - 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. 	<p>The plan does not apply any of the above standards</p>	<p>The plan applies one of the above standards</p>	<p>The plan applies two of the above standards</p>	<p>The plan applies three of the above standards</p>	<p>The plan applies all of the above standards</p>
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Table No (28): Degree of applying quality standards on field directorates development plans according to group and the field directorate with highest and lowest degree of application

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	
		Total No of plans	The No of plans that meet quality standard	Percentage of plans that apply the quality standards (5.0/4.0)	Directorate	Degree	Directorate	Degree
All directorates general	4.4	22	18	%82	Qasabit Amman, Deer Alla, Buseira, Rusaifa	5.0	North Western Badia	2.4
Group 1	3.2	2	0	%0	North Eastern Badia	3.9	North Western Badia	2.4
Groups 2,3,4	4.6	8	8	%100	Rusaifa	5.0	Bani Obaid and Petra	4.6
Groups 5,6A	4.4	12	10	%83	Qasabit Amman, Deer Alla, Buseira,	5.0	Aljami'a	3.4



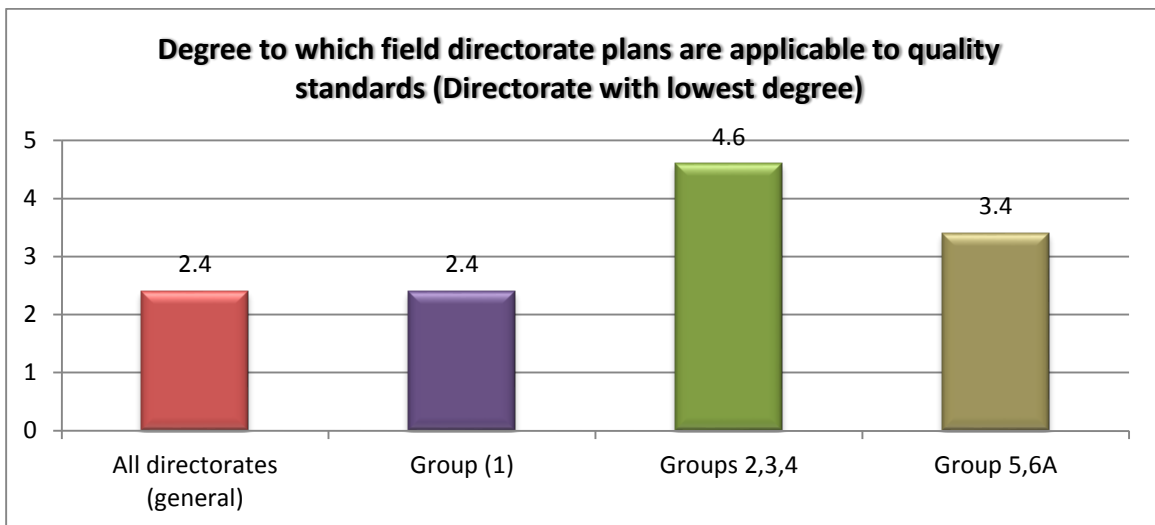
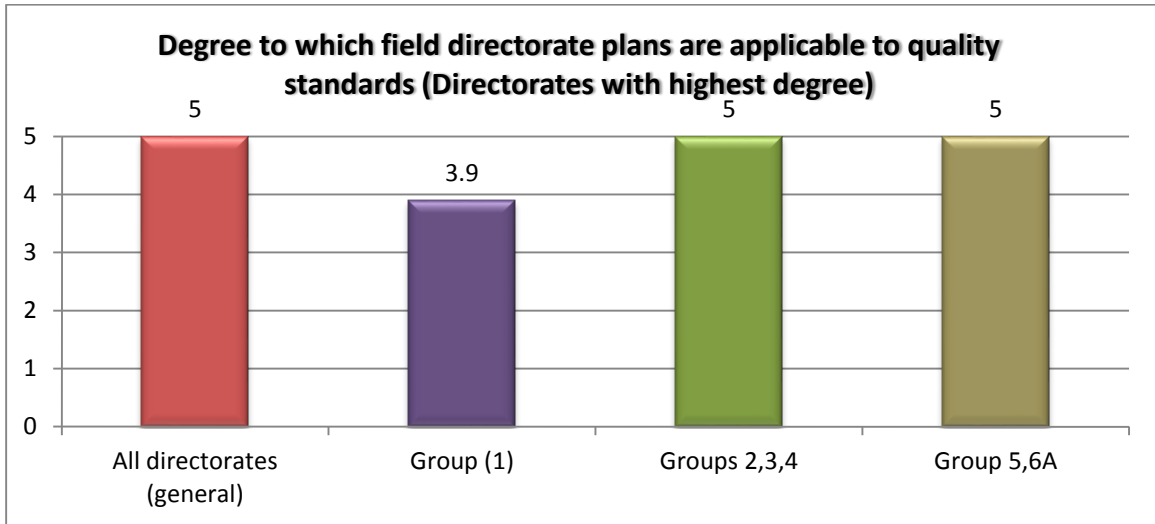
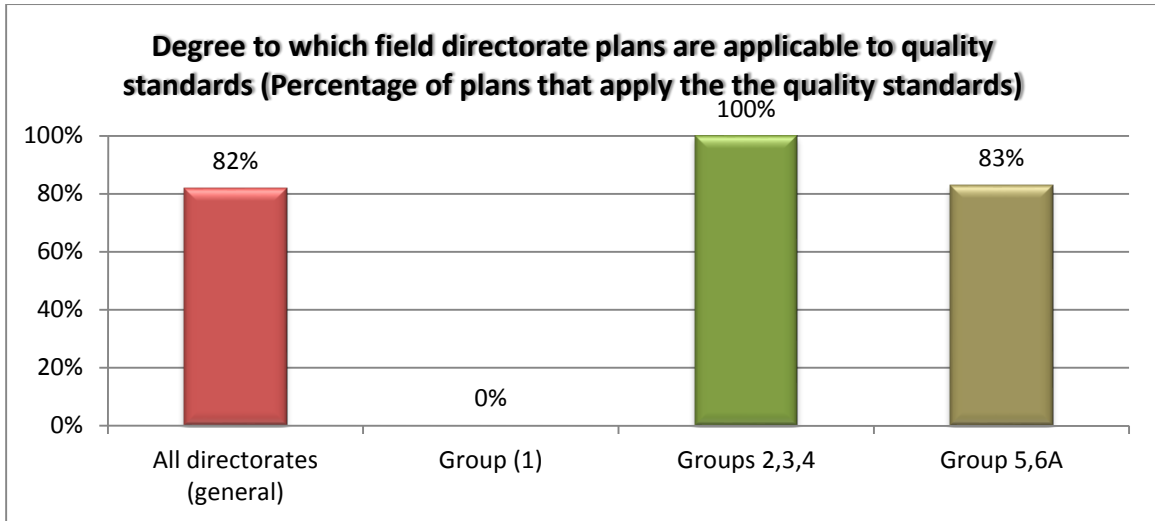
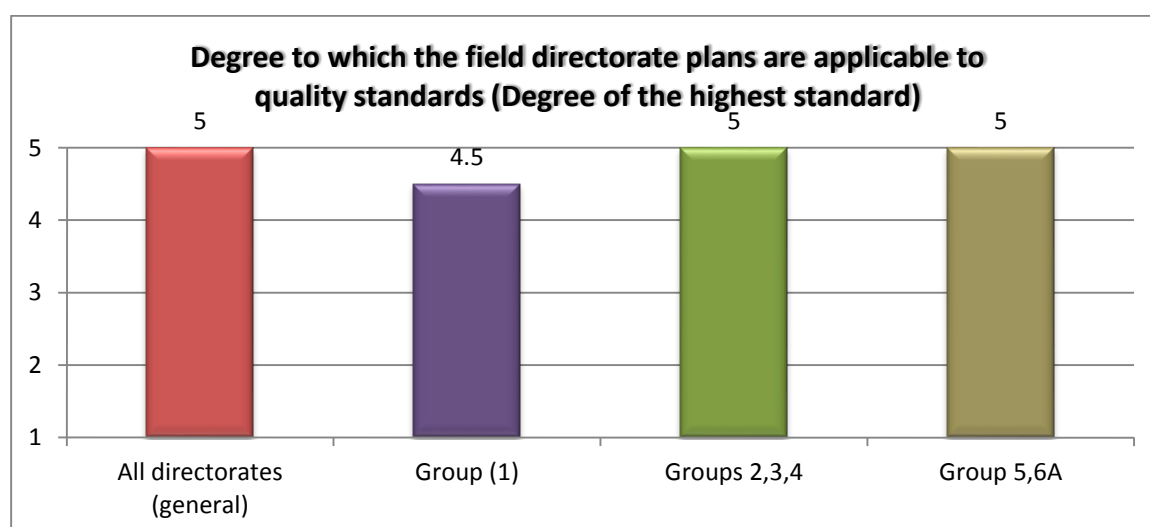
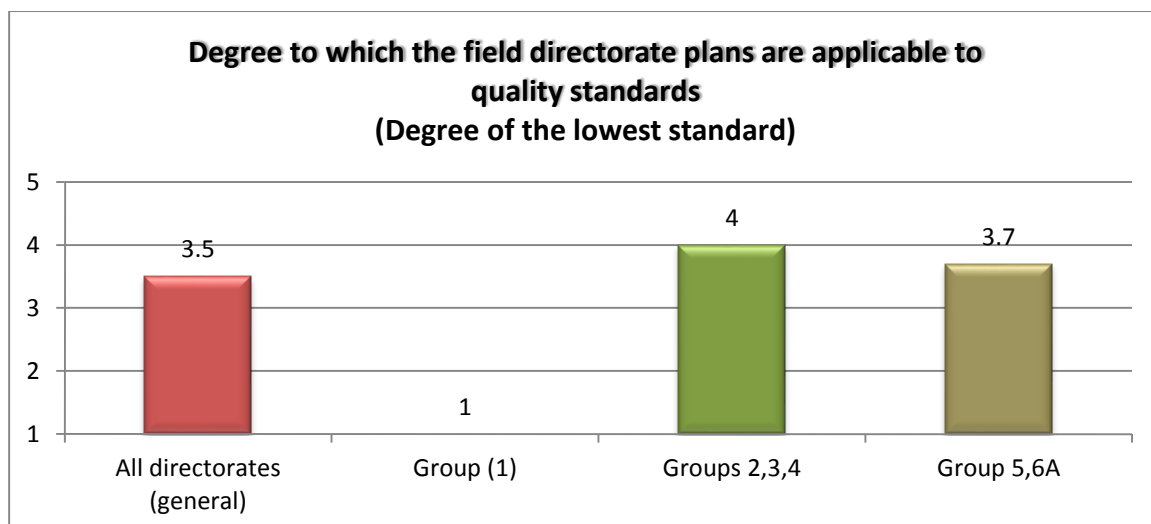


Table No 29: Degree to which the field directorate plans are applicable to quality standards by directorate and by highest and lowest standard

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
All directorates General	Prioritizing has been made according to the needs of the directorate and the common needs of the schools as shown and indicated by the data of self-review.	5.0	Gender-sensitivity	3.5yes
Group 1	Prioritizing has been made according to the needs of the directorate and the common needs of the schools as shown and indicated by the data of self-review and responsibilities to each activity have been identified.	4.5	Gender-sensitivity and time table is realistic	1.0no
Groups 2,3,4	Timetable is realistic	5.0	Gender-sensitivity	4.0 yes
Groups 5,6A	Prioritizing has been made according to the needs of the directorate and the common needs of the schools as shown and indicated by the data of self-review. Additionally, outcomes are well- written and indicators are related to the outcomes.	5.0	Gender-sensitivity	3.7 yes





Tables 28 and 29 show that field directorate plans have met the degree of quality standards in all groups except group 1. They exceeded the targeted degree which was (4.0/5.0) whereas the degree of quality in group 1 has not met the targeted degree and scored 3.2.

Regarding the rubric scale of this indicator, the criterion that has scored the highest was “Prioritizing has been made according to the needs of the directorate and the common needs of the schools as indicated by the data of self-review”. Surprisingly, the criterion of "gender sensitivity" has scored the lowest degrees for all groups. Although the language use has taken gender sensitivity into consideration, still data was not classified by gender as well as educational activities that were not designed to meet the educational needs of male and female students. This increase and progress has been due to the awareness workshops that have been conducted on the gender champions by the gender division at the Managing Directorate of Planning and Educational Research during the scholastic year 2015-2016.

Regarding the percentage of school developmental plans meeting the quality degree of 4.0 and more has scored about 82% which means that almost all directorates have met the quality standards.

The recommendations stressed the need for ongoing capacity building of result-based management and to translate this into effective developmental planning and procedures. It was also recommended to use data categorized by gender and design effective activities to meet the goals required by the directorate.

1.1.3 Percentage of gender mainstreaming in SDPP

This indicator was not measured

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

Some initiatives were started such as creating a website for the SDDP in addition to publishing self-review data bases for schools to be available for the stakeholders at the MoE as well as donors, and MoE partners. This data base would be beneficial to guide support to the MoE and participation in King Abdullah Award for Excellency and Transparency (article related to creativity and excellence). The website would be helpful for participating in the National Initiative towards a Transparent Government.

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

3049 schools in 35 directorates have their development plans ,distributed amongst 866 schools in 7 directorates in the first group,257 schools in 4 directorates in the second group,534 schools in 6 directorates in third group and 520 schools in six directorates in group 4 and finally 572 schools in five directorates in group 6.A.

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 process starting from designing them ending up with submitting them to the educational council of the school cluster. Table 30 shows the results of standards' level while the results in details are explained in table 31.

Table (30): 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 by standard level					
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 standards like willingness and efficiency. The team consists of the school principal and four teachers according to fields.	The school principal has formed the school development team according to willingness and efficiency. The team consists of the school principal and four teachers according to fields.	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 she/he has informed the school community about them. He/She 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 standards
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 signed the plan	Only 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.

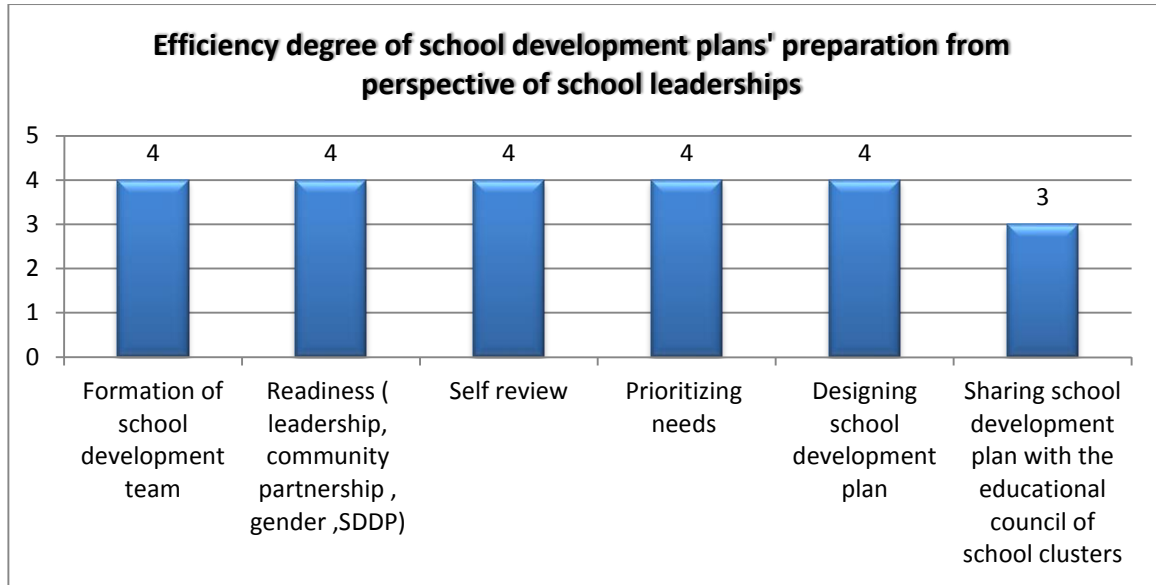
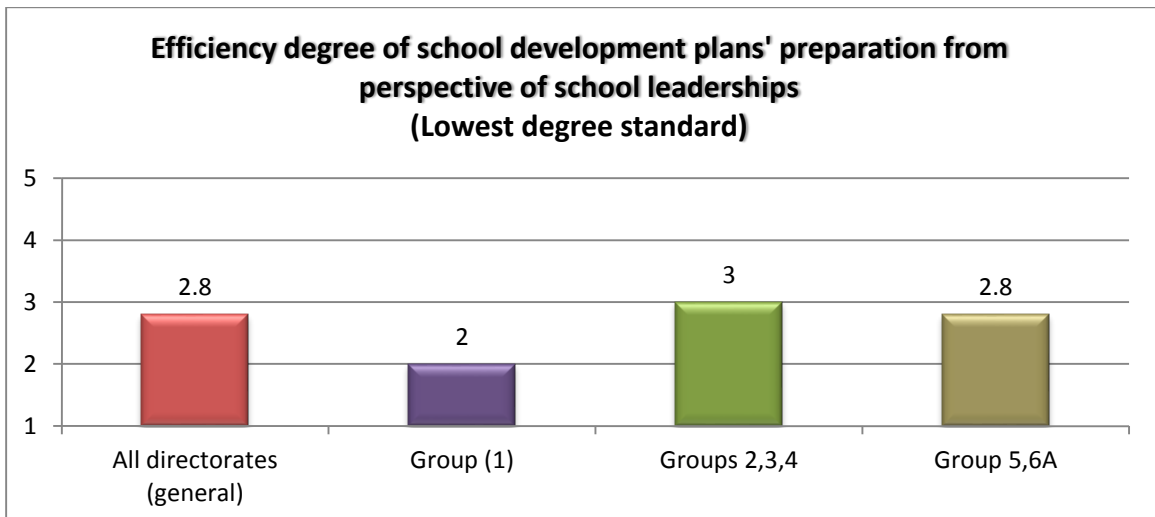
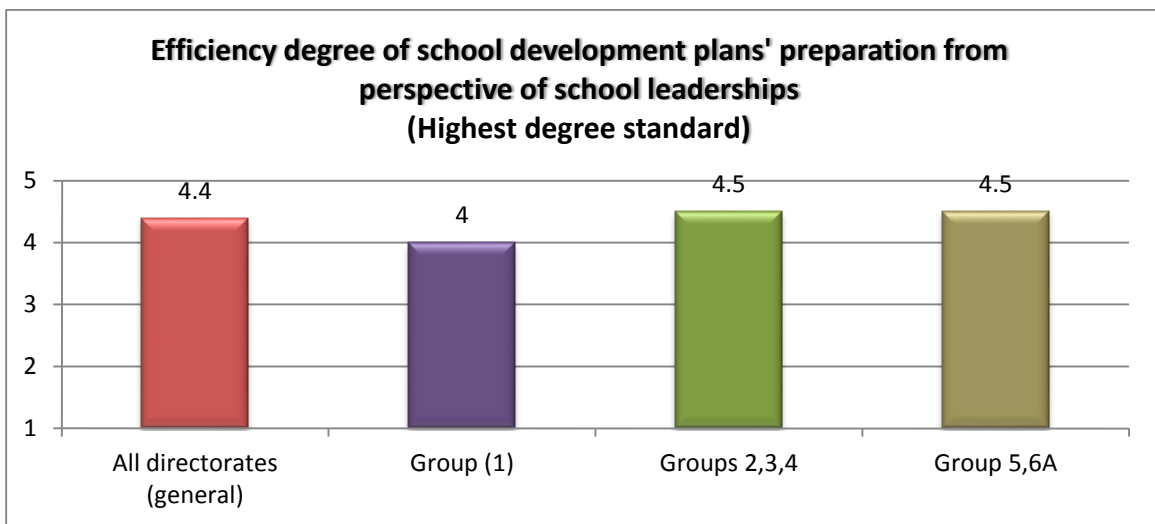
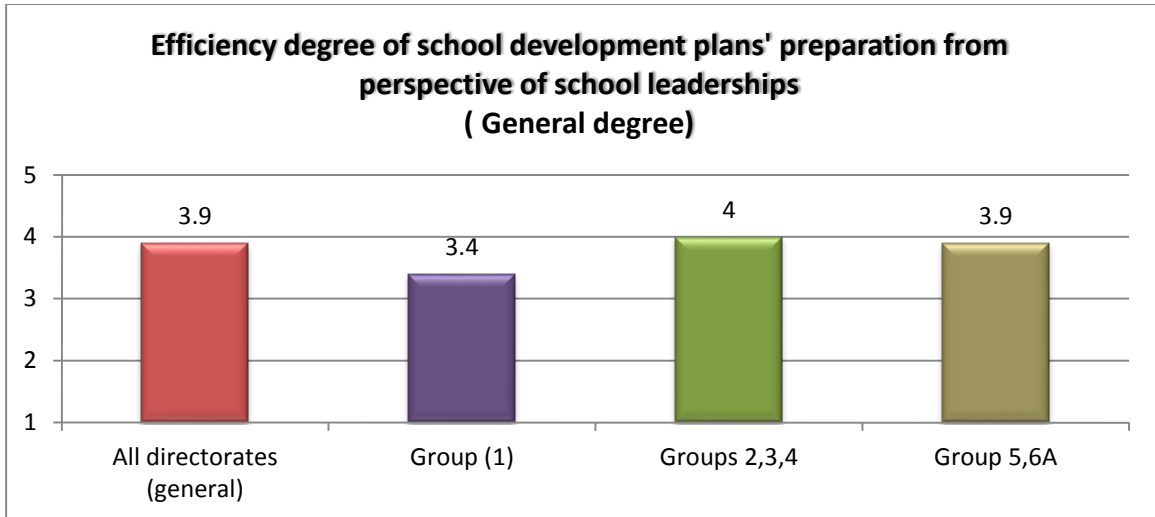


Table (31): Efficiency degree of school development plans' preparation from perspective of school leaderships, by directorate group, sex and standard

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 and self-review”	4.4	“Sharing school development plan with the educational council of school clusters”	2.8	3.7	4.1
Group (1)	3.4	self-review	4.0	“Sharing school development plan with the educational council of school clusters”	2.0	2.8	4.0
Groups 2,3,4	4	self-review	4.5	“Sharing school development plan with the educational council of school clusters”	3.0	3.9	4.2
Group 5,6A	3.9	“Formation of school development team”	4.5	“Sharing school development plan with the educational council of school clusters”	2.8	3.7	4.1



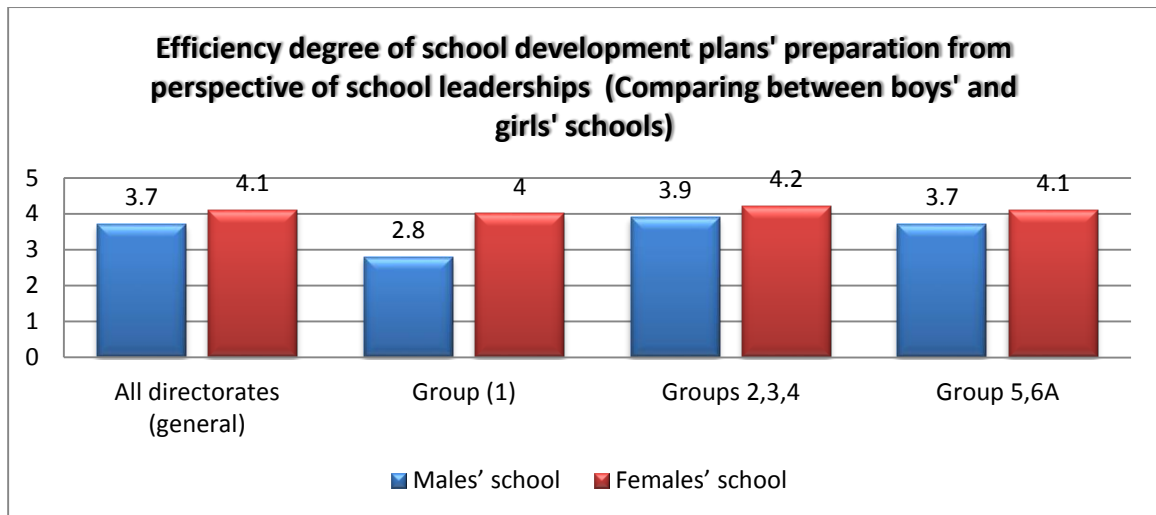


Table (31) shows that the efficiency degree for all directorates has scored (3.9) which is very close to the target degree (4.0%-5.0%). School females' degree was higher (4.1) than the boys' degree (3.7). This shows that groups of directorates 2, 3, 4, 5 and 6A have met the targeted degree from (3.9) to (4.0) while group 1 has not achieved the target (3.4).

The two criteria; the “Formation of school development team” and “self-review” recorded the highest grades while the criterion 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 the development teams at schools lack training in addition to the overload of classes for teachers.

It was recommended to select members of school development teams according to their competency, willingness to work and motivation. Awareness campaigns should be held by directorates for both school development teams and educational councils where they are introduced to their roles and responsibilities, developmental plans are activated and school staff is motivated to participate.

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

All development plans for directorates of groups 1, 2, 3, 4, 5 and 6.A there are 35 directorates.

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 32 shows the results of standards' level by educational supervisors and Table 33 shows the results of standards levels by directorate development teams, while the results in details are explained in Table 34.

Table (32): 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 not 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 efficiency.	The directorate team has been formed according to SDDP requirements. The team coordinating members have been selected according to efficiency and willingness.
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

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 after discussion	The council was informed of the directorate development plan, its chairman endorsed and signed it after discussion, and remarks were documented by the council besides providing the directorate with written feedback.

Table (33): 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'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 by 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 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 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	The directorate's development plan	The directorate's development plan	The directorate's development plan was	The directorate's development plan was	The directorate's development plan was

developed	was not developed	was developed without abidance to SDDP methodology	developed with participation of some members of the education directorate	developed with participation of all members of the education directorate development team	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 after discussion	The council was informed of the directorate development plan, its chairman endorsed and signed it after discussion, and remarks were documented by the council besides providing the directorate with written feedback.

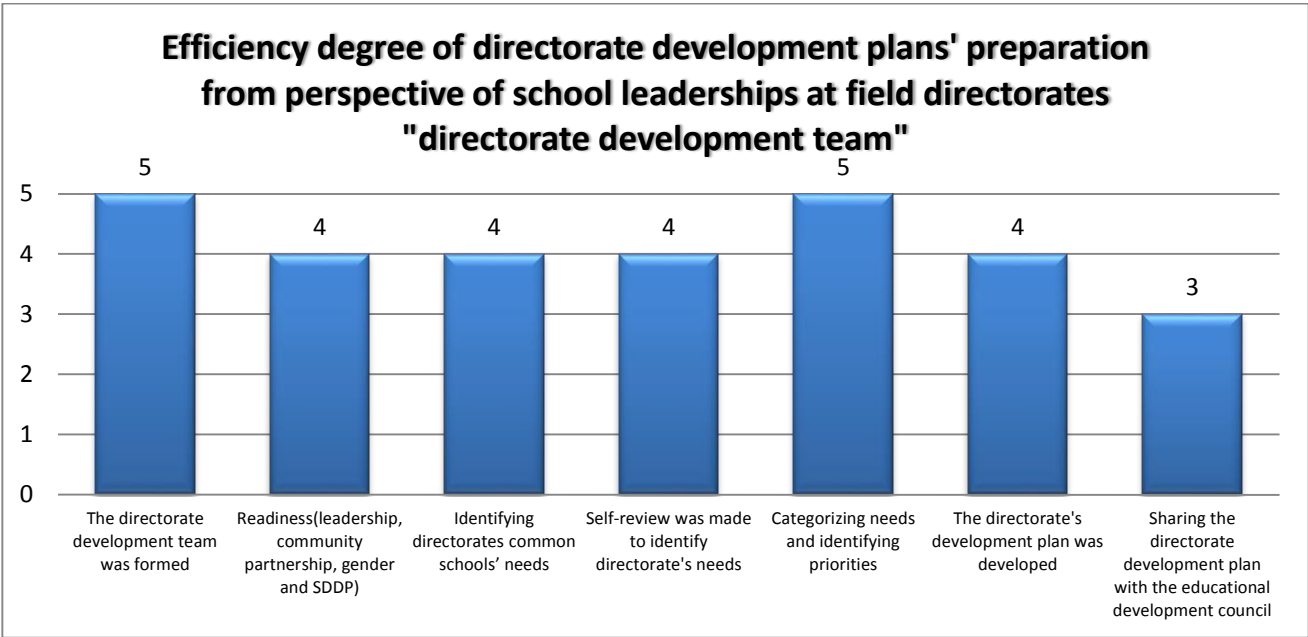
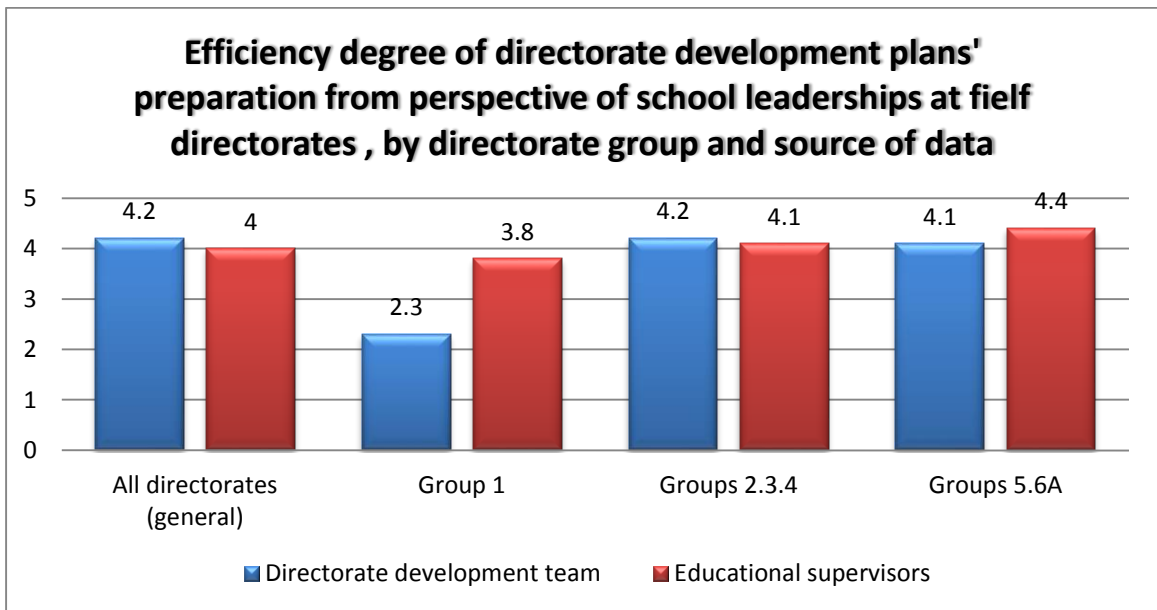


Table (34) Efficiency degree of directorate development plans' preparation from perspective of school leaderships, by directorate group and source of data

Source of data	Directorate development team	Educational supervisors
Indicator efficiency degree	Degree	Degree
All directorates (general)	4.2	4.0
Group 1	2.3	3.8
Groups 2.3.4	4.2	4.1
Groups 5.6A	4.1	4.4



When the rubric scale was applied for this indicator, Table (34) shows that, the efficiency grade estimated by the educational supervisors was lower than that grade given by the directorate development team scoring (4.0) and (4.2) respectively

The reason behind this is that the supervisors do not participate in the development plans' preparation although some of them took part in the SDDP training programs. However, directorate development teams participate in all stages of SDDP, so they are more competent in the evaluation process where they perform this task particularly in a deep and comprehensive way. It is also probable that supervisors' evaluation might be the result of their reluctance to their new role assigned to them by the SPPD

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 percentage of recommendations applied and resulting from reviews for SDDP reached 70%. Recommendations were as follows:

- A) Overall review for the methodology of the program.
 - A review for the indicators related to the active school was made and indicators were minimized in number down from 39 to 20 with an intensive focus on better student learning process and developing data collection tools to be only three ones.
 - A review for SDDP concerning its tools and indicators.
 - A review for training guides or manuals and the process of their updating has been accomplished.
- B) Establishing of accountability system.
 - A team was formed. The teams consisted of a manager of a managing directorate, education director, field educational supervisor, school principal, MoE director, deputy manager of SDDP and international expert.
- C) Enhancing decentralization
 - Implementing and disseminating the directives and regulations of the educational councils as well as the educational development councils.
 - Implementing the directives and regulations that facilitate the process of receiving donations and grants from local community and other organizations.

Direct Result 1.2

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 benefitting from the monitoring and evaluation recommendations relating to continuous implementation and improvement of the SDDP.

1.1.2 Degree of stakeholders' satisfaction with the monitoring and evaluation reports on SDDP: (This has been measured for the first time in 2015).

School principals, teachers, and MoE stakeholders expressed their satisfaction towards the M&E reports on the SDDP through questionnaires that have been distributed on the school development teams as well as on the field directorate development teams and supervisors. Table 35 shows the responses by the different school teams and Table 36 shows the responses by the field directorate teams.

Table (35): Degree of stakeholders' satisfaction with M&E reports regarding the SDDP (School development teams)

Source of data	School development team				
		Highest degree standard		Lowest degree standard	
The degree of indicators' effectiveness/5.	General degree	Directorate	Degree	Directorate	Degree
All directorates (general)	4.0	Qasabit Irbid	4.7	Qasabit Zarqa	3.0
Group (1)	3.9	North Eastern Badia	3.9	North Western Badia	3.9
Groups 2,3,4	4.0	Southern Badia and Ajloun	4.4	Marka	3.7
Group 5,6A	4.0	Qasabit Irbid	4.7	Qasabit Zarqa	3.0

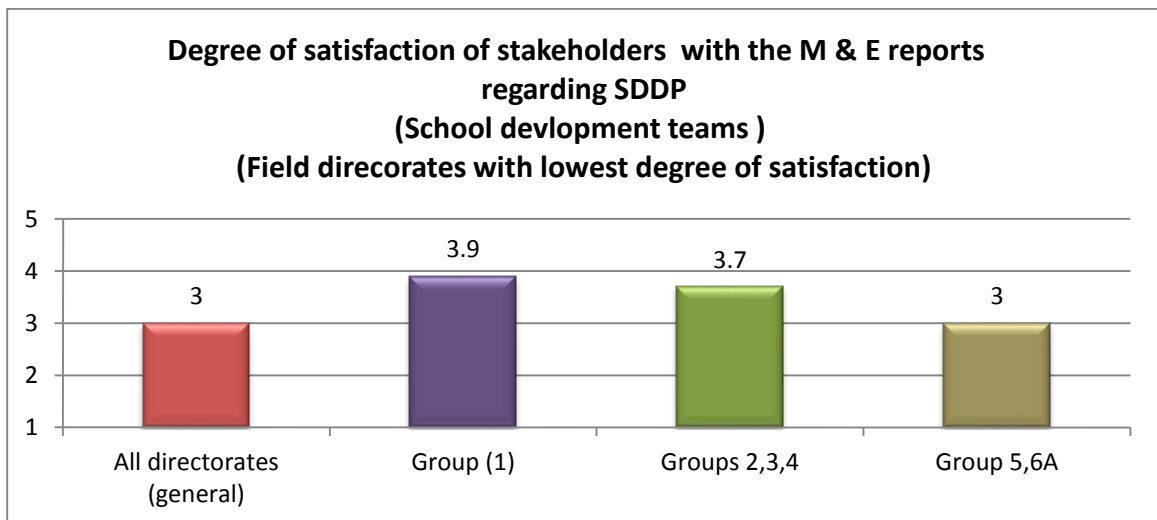
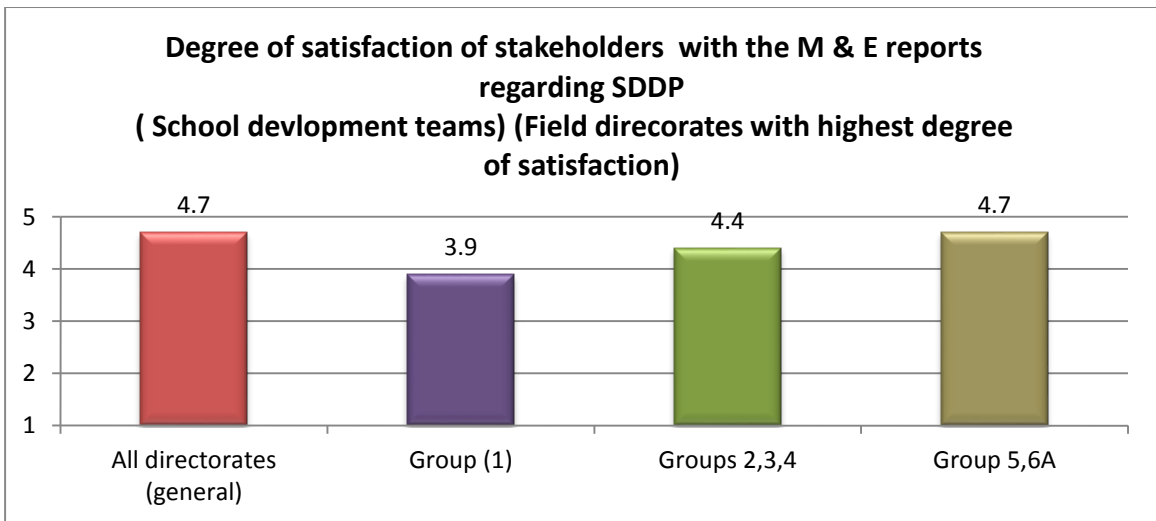
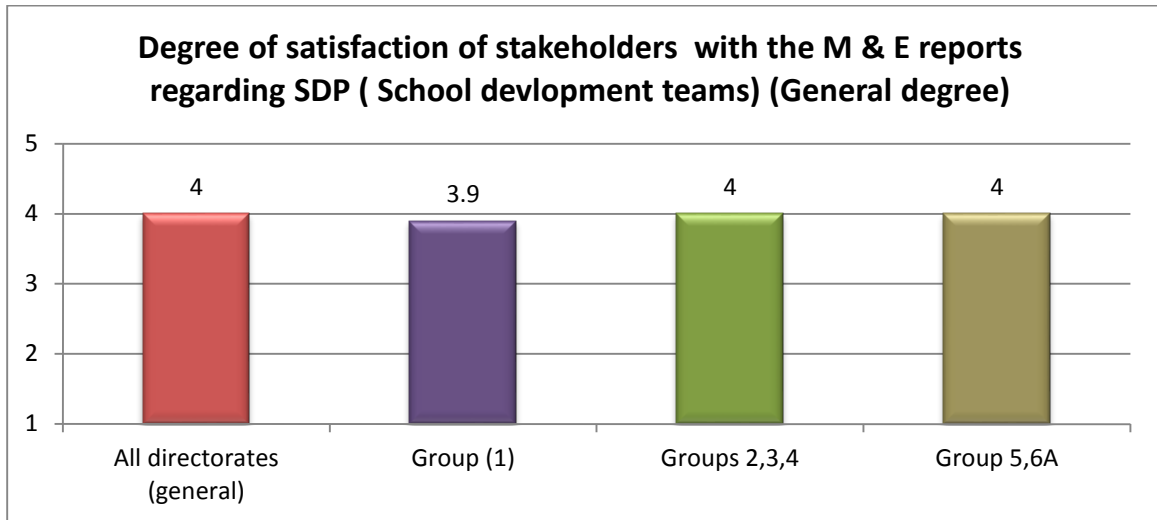
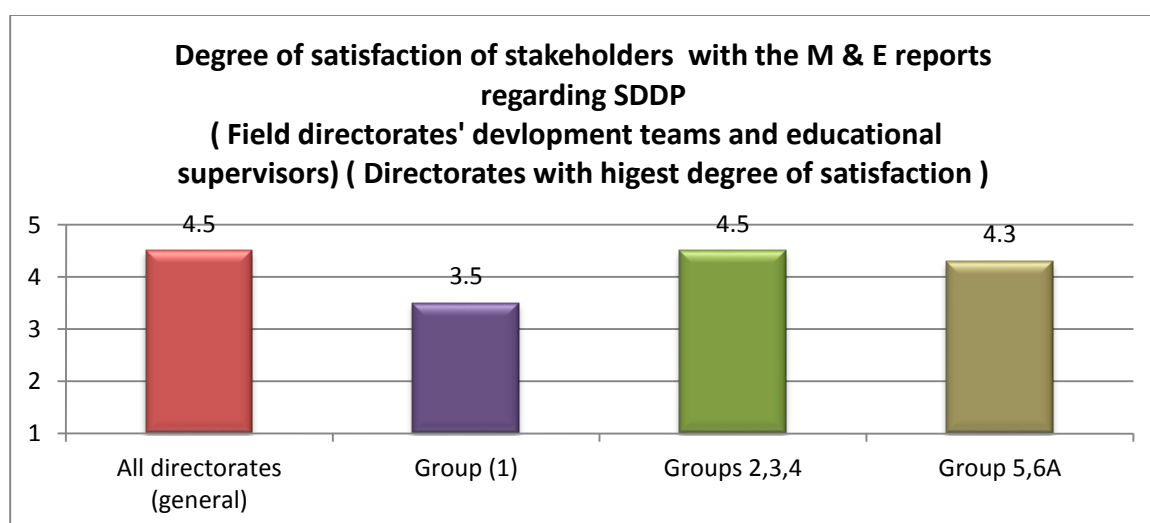
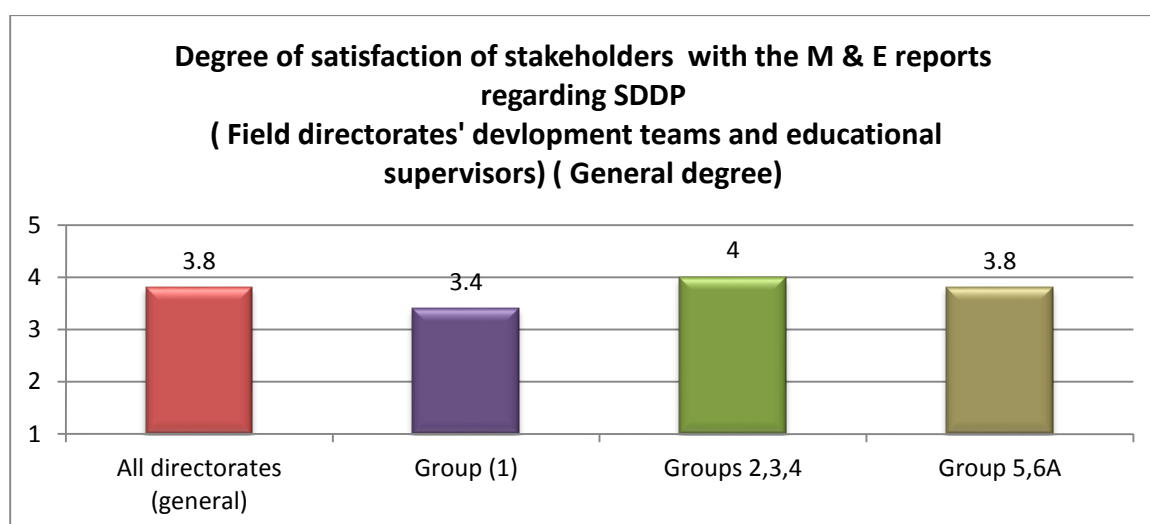


Table (36): Degree of stakeholders' satisfaction with M&E reports regarding the SDDP (Directorates development teams and educational supervisors)

Source of data	School development team				
		Highest degree standard		Lowest degree standard	
The degree of indicators' effectiveness 4/5.	General degree	Directorate	Degree	Directorate	Degree
All directorates (general)	3.8	Tayba and Wasatiyya	4.5	Aljami'a district	2.6
Group (1)	3.4	Southern Eastern Badia	3.5	Southern Western Badia	3.2
Groups 2,3,4	4.0	Tayba and Wasatiyya	4.5	Southern Badia	3.5
Group 5,6A	3.8	Qasabit Irbid	4.3	Aljami'a district	2.6



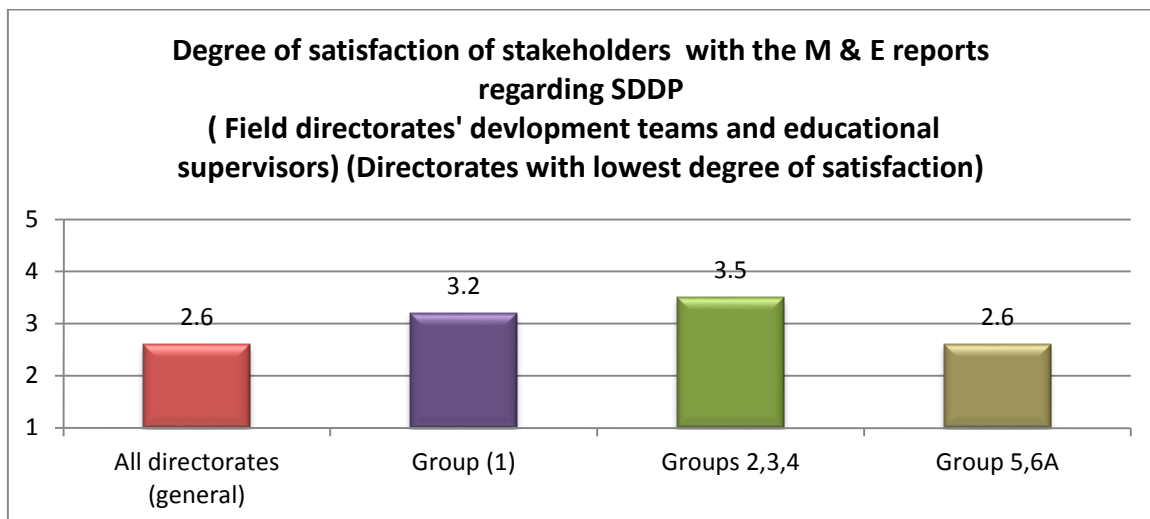


Table (35) shows that the general degree of school development teams' satisfaction towards M&E reports regarding SDDP has scored about (4.0) which is similar to the target degree (4.0/5.0). Additionally, Table (36) illustrates that the general degree of field directorate teams' and educational supervisors' satisfaction is about (3.8) which is lower than the target (4.0/5.0).

Several remarks were taken, one of which is that most of the stakeholders such as school development teams and field directorate teams and educational supervisors have not read the M7E reports which were issued last year. This could be justified by the fact that the stakeholders at the field directorates neither disseminate the reports to the directorates and schools nor did they made them aware.

Regarding the recommendations, it is recommended that the stakeholders at the field directorates should motivate and encourage school development teams to have a look at the M&E reports which are either related to their schools or other schools or even the other directorates' reports as well as the general report to benefit from recommendations to for improvement in program implementation.

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.

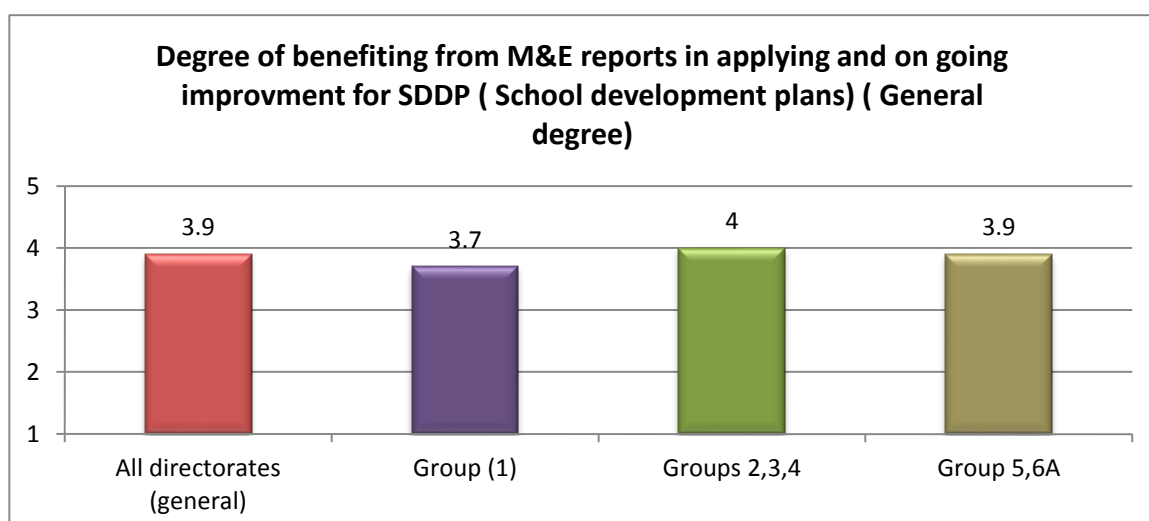
This indicator will be measured after approval and implementation of the updated educational policy general framework.

3.1.2: Degree of benefitting from the monitoring and evaluation recommendations relating to continuous implementation and improvement of the SDDP (It was first done in 2015)

School principals, teachers, and field directorate stakeholders expressed their degree of benefitting from the previous M&E reports on the SDDP through questionnaires that have been distributed on the school development teams as well as on the field directorate development teams and supervisors. Table 37 shows the detailed results regarding the school development teams whereas Table 38 shows the results regarding the field directorate teams as well as educational supervisors.

Table (37): Degree of benefitting from the monitoring and evaluation recommendations relating to continuous implementation and improvement of the SDDP – School development teams

Data resource	School development teams				
	General degree	Directorates showing highest degree		Directorates showing lowest degree	
		Directorate	Degree	Directorate	Degree
All directorates (general)	3.9	South Badia and Ajloun	4.3	Qasabit Zarqa	3.2
Group (1)	3.7	North Eastern Badia	3.8	North Western Badia	3.7
Groups 2,3,4	4.0	South Badia and Ajloun	4.4	Taybah and Wasatya	3.4
Group 5,6A	3.9	Ma'an and Zarqa II	4.7	Qasabit Zarqa	3.2



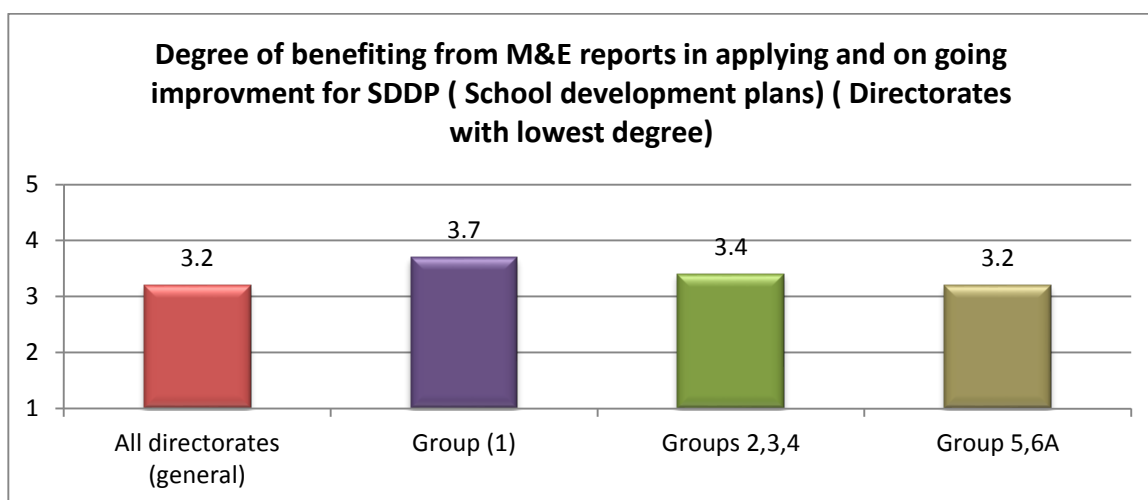
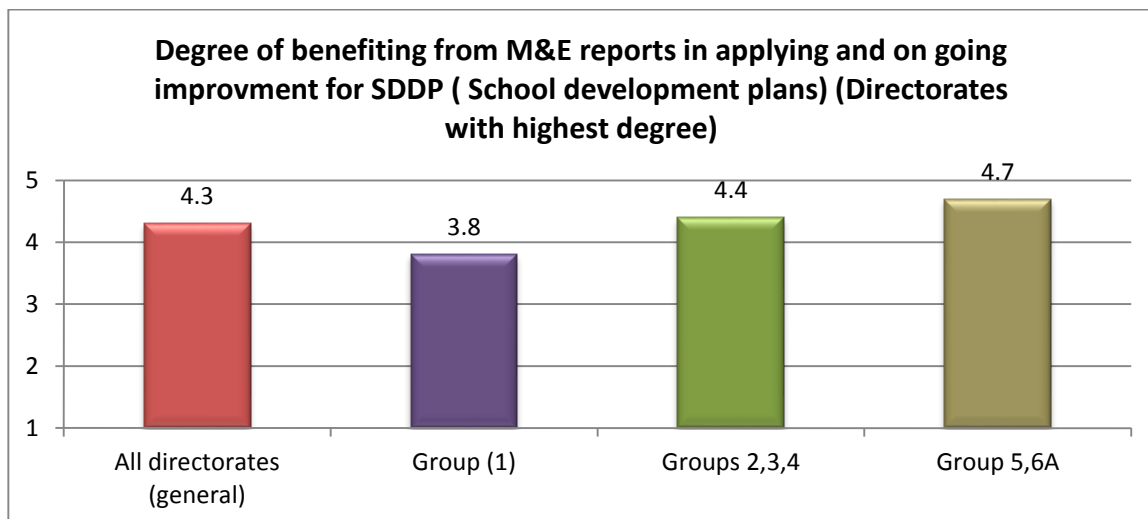
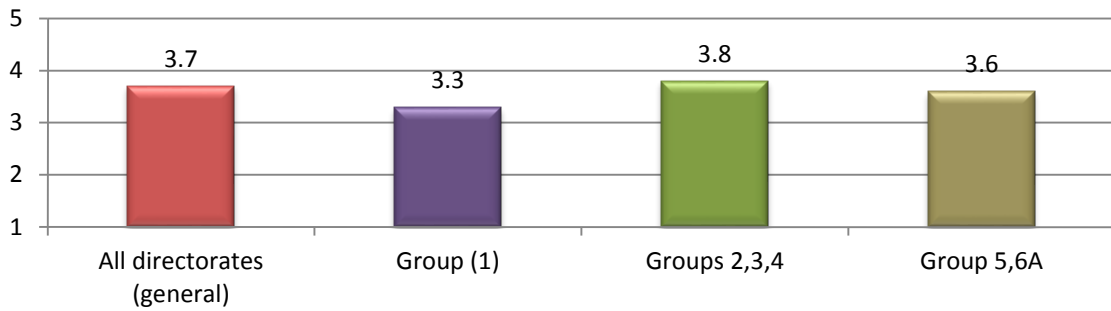


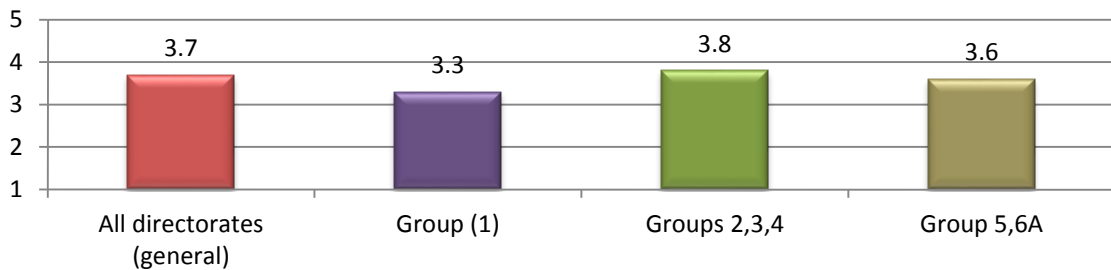
Table (38): Degree of benefitting from the monitoring and evaluation recommendations relating to continuous implementation and improvement of the SDDP – Field directorate and educational supervisors teams

Data resource	Field directorate and educational supervisors teams				
	General degree	Directorates showing highest degree		Directorates showing lowest degree	
		Directorate	Degree	Directorate	Degree
The degree of indicators' effectiveness 4/5.					
All directorates (general)	3.7	Taybah and Wasatya	4.5	Aljami'a district	2.5
Group (1)	3.3	North Eastern Badia	3.4	North Western Badia	3.3
Groups 2,3,4	3.8	Taybah and Wasatya	4.5	Bani Obaid , Ajloun , and southern Badia	3.6
Group 5,6A	3.6	Deir Alla	4.2	Aljami'a district	2.5

Degree of benefitting from the monitoring and evaluation recommendations relating to continuous implementation and improvement of the SDDP – Field directorate and educational supervisors teams (General degree)



**Degree of benefitting from the monitoring and evaluation recommendations relating to continuous implementation and improvement of the SDDP – Field directorate and educational supervisors teams
Directorates showing highest degree**



**Degree of benefitting from the monitoring and evaluation recommendations relating to continuous implementation and improvement of the SDDP – Field directorate and educational supervisors teams
(Directorates showing lowest degree)**

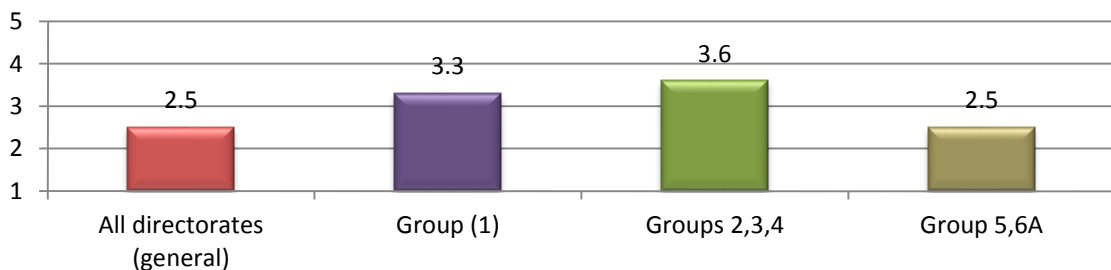
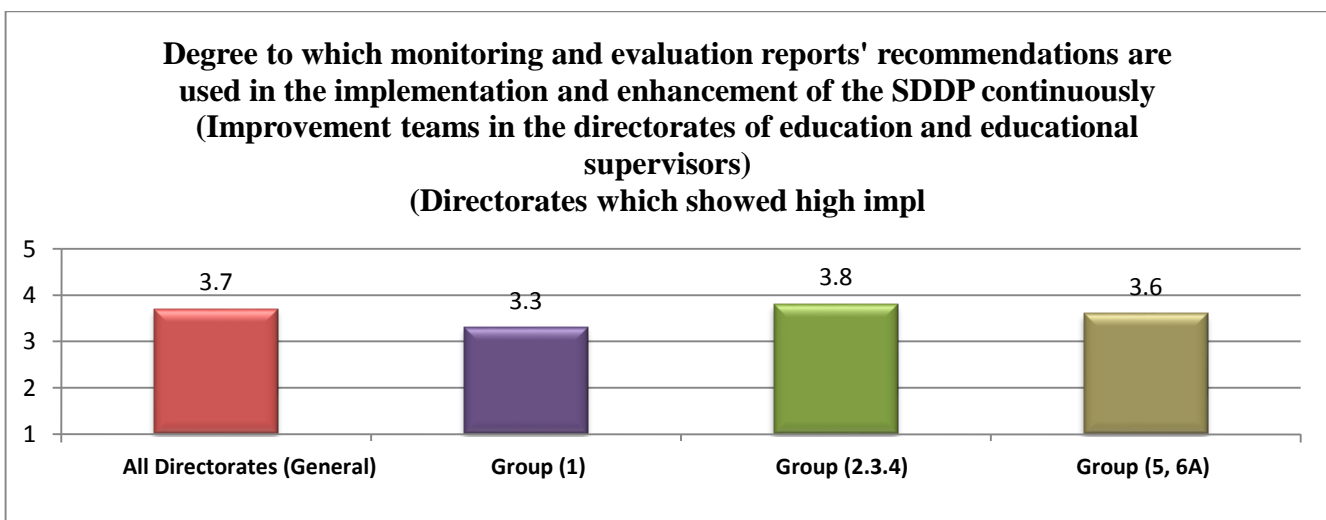
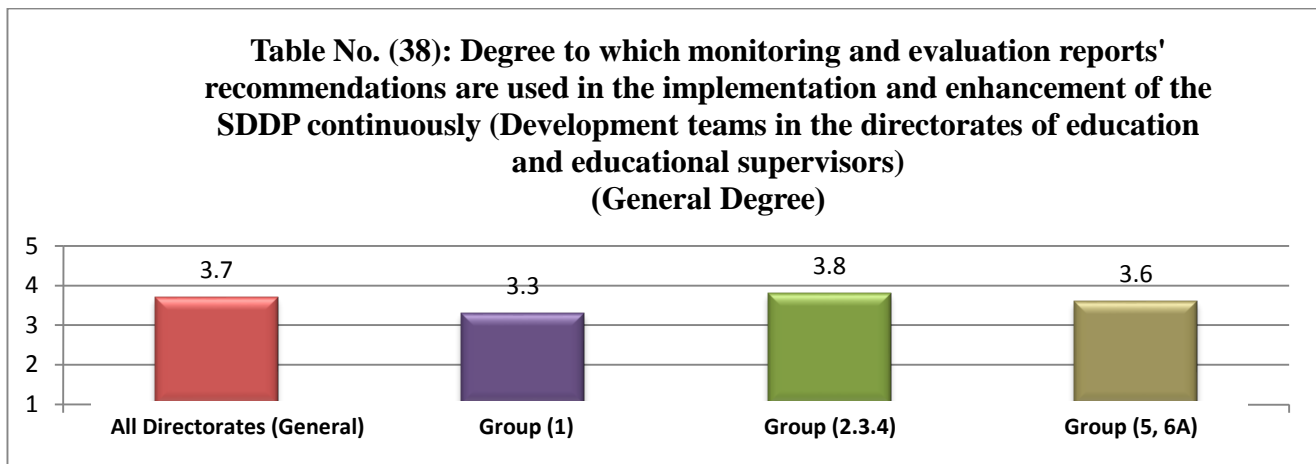
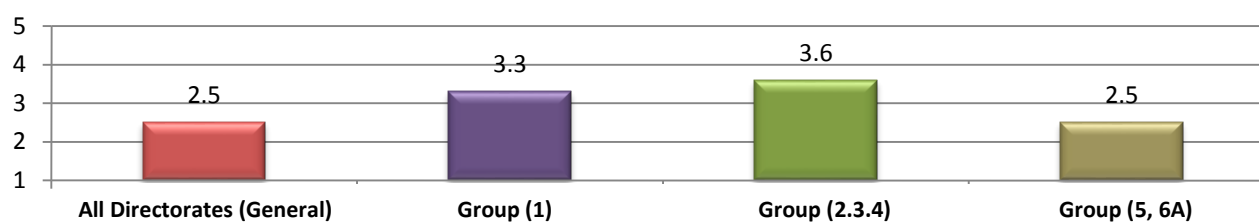


Table No. (38): Degree to which monitoring and evaluation reports' recommendations are used in the implementation and enhancement of the SDDP continuously (Development teams in the directorates of education and educational supervisors) (General Degree)

Data Sources	Development teams in the directorates of education and educational supervisors				
	General Degree	Directorates which showed high implementation degree		Directorates which showed low implementation degree	
		Directorate of Education	Degree	Directorate of Education	Degree
Satisfaction Degree Indicator/5.00					
All Directorates (General)	3.7	Al-Taiba & Wasteyeh	4.5	University District	2.5
Group (1)	3.3	North Eastern Badia	3.4	North Western Badia	3.3
Group (2,3,4)	3.8	Al-Taiba & Wasteyeh	4.5	Bani Obaid, Ajlun & South Badia	3.6
Group (5,6)	3.6	Dier A'lla	4.2	University District	2.5



**Table No. (38): Degree to which monitoring and evaluation reports' recommendations are used in the implementation and enhancement of the SDDP continuously (Improvement teams in the directorates of education and educational supervisors)
(Directorates which**



We note from tables no. (37) and no.(38) that the degree of schools benefited from the recommendations of the M&E reports in the implementation and continuous improvement of the program the SDDP was (3.9) which is close to the target level, (4.0/ 5.0). Results indicated that the directorates of education of South Badia and Ajloun achieved the highest degree of benefit at (4.3), compared with a minimum benefit at the University District at (3.2). The directorates achieved benefit degree from the recommendations of the E&M reports in the application and continuous improvement at (3.7) which is lower than of the target level (4.0/5.0). Results indicated that the Directorate of Education of Al-Taiba & Wasteyeh which achieved the highest degree of benefit at (4.5), compared with a least benefit degree at the University Directorate at (2.5).

Among the observations that have been noticed demonstrated that some directorates of education which implement the program for the first time "Group 6" showed that it benefited from M&E reports, for example the Directorate of Education of Deir A'lla at the directorates level and the Directorate of Education of Zarqa/2 at schools.

The recommendations stressed the need for the officials in the directorates of education who can stimulate the stakeholders in the schools and directorates of education to take advantage of the recommendations contained in the M&E reports, and this includes the benefit of M&E reports of their schools or other schools or districts reports or public report to the Ministry and take advantage of the recommendations contained to improve the reality of program application.

Immediate Outcome 2.2: High level of sustainable financial and technical support provided to schools and field Directorates for the implementation of their improvement plans

Indicators

2.2.4 Percentage of school and Field Directorate Improvement Plans' activities implemented based on financial support provided by from MoE's budget

2.2.5 Amount allocated in MoE annual budget as financial support for the implementation of the schools' and field directorates' improvement Plans

2.2.6 Number of schools and directorates which received grant from MoE's budget

2.2.1 Percentage of school and Field Directorate Improvement Plans' activities implemented based on financial support provided by from MoE's budget.

Results for this indicator were not measured due to the delay in disbursing financial grants from the Ministry until May, 2015.

2.2.2 Amount allocated in MoE annual budget as financial support for the implementation of the schools' and field directorates' improvement Plans

The value of financial allocations that were paid for schools and directorates of education within the program in the Ministry's budget for the financial year of 2015 was JD 1,082,432.

2.2.3 Number of schools and directorates which received grant from MoE's budget

Within the framework of the SDDP's implementation in the directorates of education and schools throughout the Kingdom which are participating in the program, financial support was provided for each school and the directorate of education immediately after the completion of the preparation of their improvement plans to help them apply these plans. Support was provided by (CIDA) through the SDDP.

In order to implement development continuity plans continuously, the ministry allocated financial resources in its the budgets for the years 2013, 2014 and 2015 to support development plans of schools and directorates of education that implement the SDDP under the Ministry's direct supervision which Ministry handed over scheduled grants to (824) schools and (7) directorates of education for group one in 2013. In 2014, it also handed over grants to (256) schools and (4) directorates of education for group two, and (529) schools and (6) directorates for group three. In May of 2015, the Ministry has handed over grants to (2177) in schools (23) directorates of education. These directorates constitute the following: one, two, three and four. The grant also included (417) in (7) directorates of education for Group 6B, knowing that these directorates in this group have not applied yet SDDP yet.

2.3 Output:

Output 1.1.1: SDDP Communications Strategy was developed

Indicators

1.1.1.2 There is an SDDP Communication Strategy

The communication strategy and the executive plan were completed to enhance communication regarding the SDPP within (ERfKE II) project among three levels; the MoE's center, directorates of and schools.

The communication of the SDDP program was preceded by analysis of the reality of communication which followed by building strategy for the next five years which includes a comprehensive methodology to enhance communication and disseminate the achievements of ERfKE II with a focus on the SDDP program in MoE's center, directorates of education and schools within the different sectors of the society including media, financiers, educational development boards and community members.

The strategy also includes an implementation plan for capacity building in the Ministry in the field of communication. It also supports and sustains efforts to ensure the effective information flow across the three educational system levels and dissemination of success stories resulting from the application of the SDDP in current and future directorates of education in order to obtain the support of various sectors of society and their relation with the program and work with the media to raise awareness and create a better understanding of the efforts of the education development as well as activities of ERfKE projects and the use of social communication media in conjunction with working directly with community members and continue in capacity building process. It was noted that strategy has not been enacted since the date of the previous M&E report.

Output 1.1.2: Training delivered on Strategic Communication Skills & Management of Media Relations with Stakeholders to MoE Center &Field Directorate staff and Education Council members

Indicators:

1.1.6.2 Number of members of MoE Communication Team, Field Directorates Media staff and Education Council Members trained.

The communication strategy was approved in the second half of 2012, training manuals were preparation and training a group of personnel at the MoE's center was trained on this strategy, which included employees from the Managing Directorate of Media & Community Communication, Help Desk in the Directorate of General Divan, Website Division at the Managing Directorate of Queen Rania Center for Education Technology. Training manuals were also experimented on a sample of directors in the MoE's center through using a special training manual prepared for senior management. Heads of divisions were trained of media and community communication in the directorates of Education. The total number of trainees was (62) out of which (20) trainees at the ministry center, (42) trainees in the directorates of Education knowing that no employees were trained during the period of the current M&E report.

Output 1.1.3: Field Directorates and school staff trained on preparing and implementing RBM-based and gender sensitive School Improvement Plans with community participation

Indicators:

1.1.6.3 Number of those who were trained on the SDP

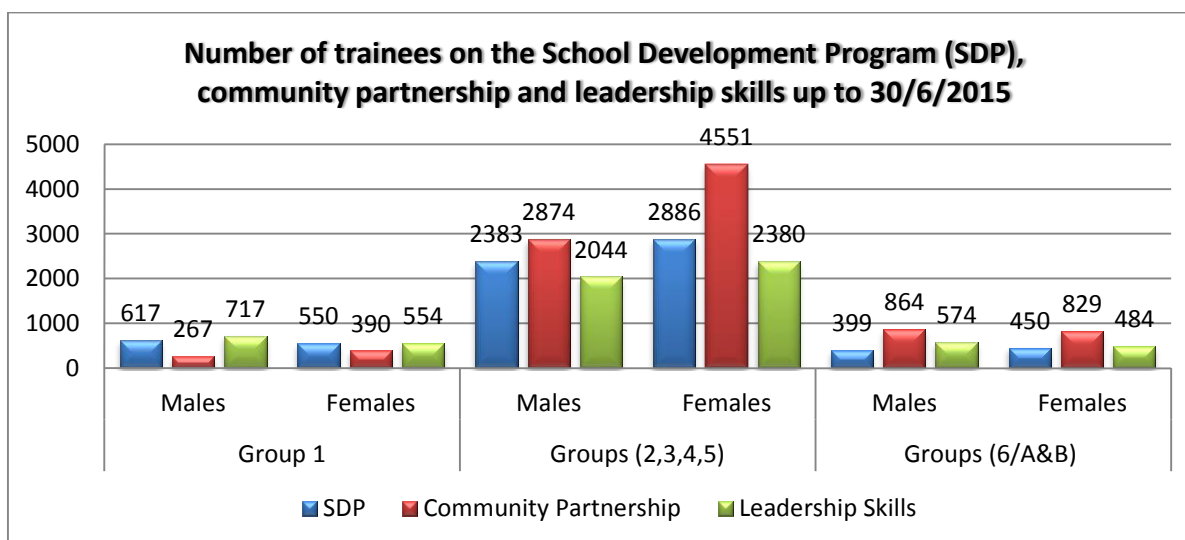
1.1.6.4 Number of those who were trained on leadership skills

1.1.6.5 Number of Community Members, Education Council members , Principals, Principal Assistants, Councilors and supervisors trained on Community Engagement Program

This output is based on capacity building activities of the School Development Program (SDP) that are implemented by the Ministry of Education which targeted principals, their assistants, supervisors and local community members and other relevant activities. Table 39 shows the number of trainees on the SDP by sex.

Table No. (39): Number of trainees on the School Development Program (SDP), community partnership and leadership skills up to 30/6/2015.

Program Title	Group 1		Groups (2,3,4,5)		Groups (6/A&B)		Total	
	Males	Females	Males	Females	Males	Females	Males	Females
SDP	617	550	2383	2886	399	450	3399	3886
Community Partnership	267	390	2874	4551	864	829	4005	5770
Leadership Skills	717	554	2044	2380	574	484	3335	3418



Output 1.1.4: MoE Field Directorate staff trained to develop and implement results-based gender sensitive Field Directorate Improvement Plans with community participation

Indicators

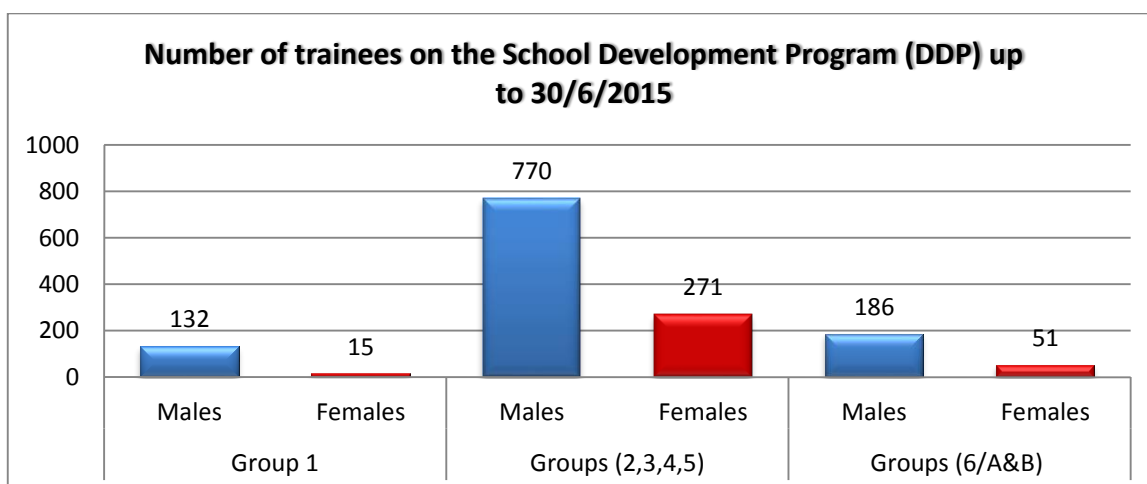
1.1.8.1 Number of those who were trained on the Directorate Development Program (DDP)

This outcome focuses on capacity building of the personnel in directorates of education in the field the DDP including directors of the directorates of education, heads of divisions and educational supervisors.

Within the framework of development plan preparation in the directorate of education, the directorate gets results of self-review conducted by its affiliated schools during the process of preparing their improvement plans. Directorate development team enters these data and information through using special software to analyze them and draw the common needs of the schools, which in addition to the needs of the Directorate itself constitute basis for the preparation of directorate improvement plan. Table No. (40) shows the number of trainees on the DDP by sex.

Table No. (40): Number of trainees on the School Development Program (DDP) up to 30/6/2015

Program Title	Group 1		Groups (2,3,4,5)		Groups (6/A&B)		Total	
	Males	Females	Males	Females	Males	Females	Males	Females
DDP	132	15	770	271	186	51	1088	337



Output 1.1.5: A comprehensive revision of the SDDP implemented based on a participatory approach

Indicators

1.1.9.1 Number of reviews conducted

1.1.9.2 Number of education stakeholders involved in the SDDP review process

One review process was conducted to SDDP through the following parties:

1. SDI program:

- Through inviting the international expert (Kebron Harison)
- Formation of a joint technical team with the concerned staff in the Ministry of Education to implement the recommendations

2. Learning, Environment Technical Support Program (LETS).

- Arbitration of the amended tools and revision of the paragraph by the international expert (Kris) and local experts

3. Education Reform Support Program (ERSP)

- Hiring an expert to help develop the new role of the educational supervisor

4. National Center for Human Resources Development (NCHRD)

- Carrying out a study on the effectiveness of the SDDP

5. The Ministry of Education

- Based on the implementation of the M&E reports issued by the Division of M&E in the Managing Directorate of Planning & Educational Research
- Delivery of the feedback from the field directorates and schools

Output 1.1.6: Staff trained on Gender mainstreaming analysis in the daily work to support school improvement on the levels of the MoE, directorates and schools.

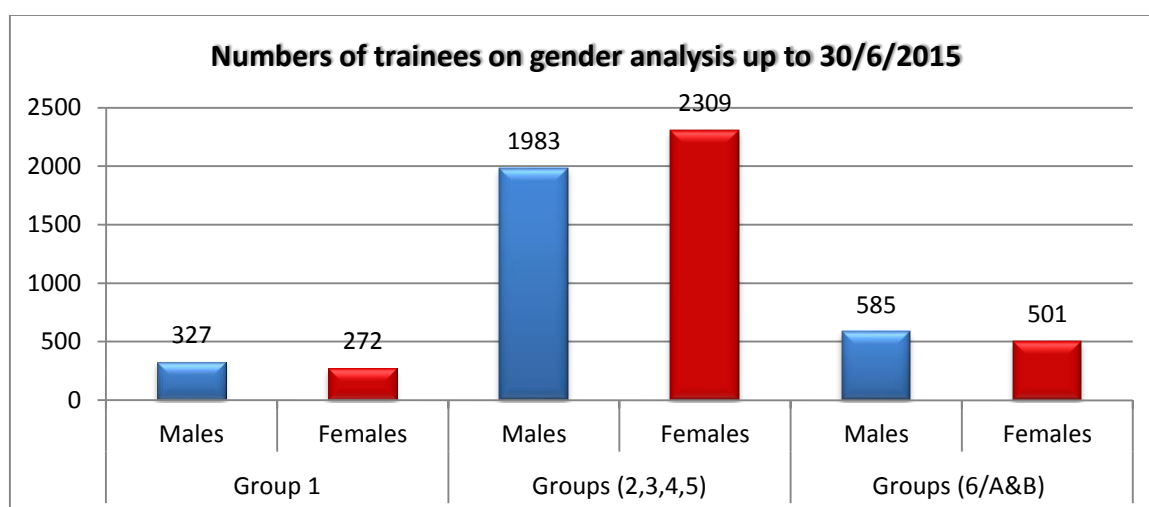
Indicators

1.1.10.1 Number of those who were trained on gender analysis

Ministry's staff has been trained at the center and directorates of education levels in subjects related to gender mainstreaming analysis in the daily work. In addition to training on gender mainstreaming analysis, TOT workshops were held to qualify the staff of the Division of Gender in the MoE's center in field of training on gender mainstreaming and analysis. Table no. (41) shows the numbers of trainees on gender analysis by sex.

Table No. (41) Numbers of trainees on gender analysis up to 30/6/2015

Program Title	Group 1		Groups (2,3,4,5)		Groups (6/A&B)		Total	
	Males	Females	Males	Females	Males	Females	Males	Females
Gender Analysis	327	272	1983	2309	585	501	2895	3082



Output 2.1.1: A result-oriented and gender sensitive M&E Framework for SDDP developed

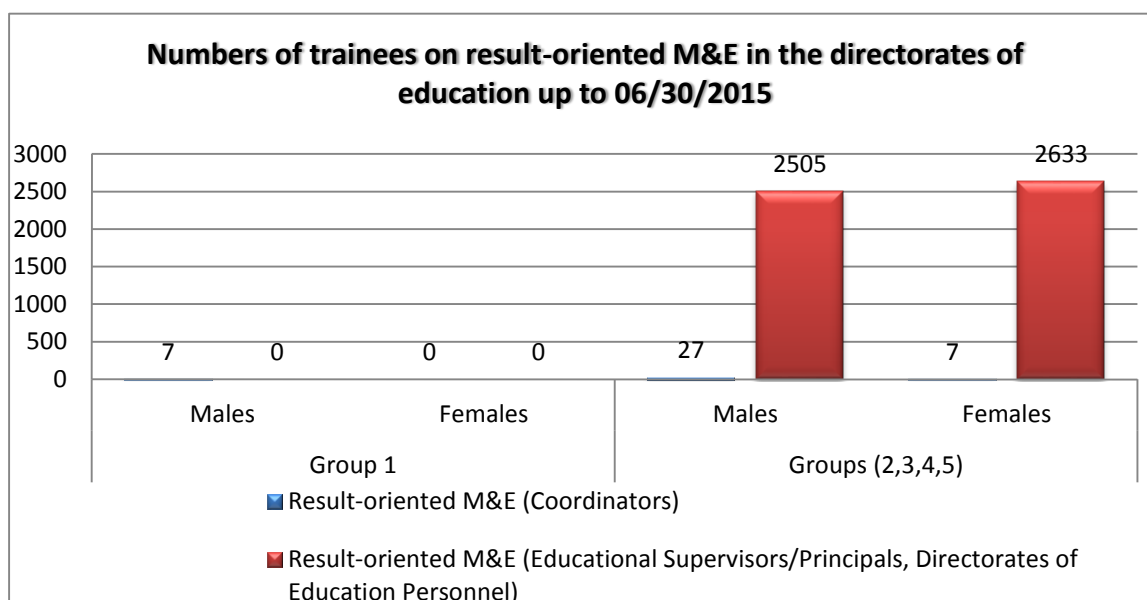
Indicators

4.1.1.1 Number of staff trained in results-oriented M&E

A group of capacity building activities have been implemented in the field of result-oriented management and M&E the head of division of M&E in the Managing Directorate Planning and Educational Research which targeted the cadres in MoE's center and directorates of education in order to prepare M&E framework of the SDDP and collect data for the preparation of the fourth M&E report for the year 2015. The most important of these activities is holding refreshing training course to (41) M&E coordinators in all directorates of education. Table no. (42) shows the cumulative numbers of trainees on result-oriented M&E in the directorates of education up to 06/30/2015.

Table no. (42): Numbers of trainees on result-oriented M&E in the directorates of education up to 06/30/2015.

Program Title	Group (1)		Groups (2,3,4,5,6)		Total	
	Males	Females	Males	Females	Males	Females
Result-oriented M&E (Coordinators)	7	0	27	7	34	7
Result-oriented M&E (Educational Supervisors/Principals, Directorates of Education Personnel)	0	0	2505	2633	2505	2633



2.1.1.2 Number M&E Reports achieved in accordance with SDDP's framework

Four reports were issued up to date starting from 2012 to 2015.

Output 2.1.2: Policies to institutionalize coherent planning on the levels of school, field directorate and MoE central were developed

Indicators

- 4.1.1.2 Presence of institutional mechanism that facilitates information flow across all levels & directions.
- 4.1.1.3 Existence of SDDP enabling policies and regulations

Policy & Planning Committee which was set up by the Ministry in 2011 to review and document the general framework for educational policy prepared by the Ministry in 2010 as well as the policies contained in the national strategy for gender mainstreaming in the Ministry of Education and the document of the communication strategy for the SDDP. It The result of this review that all of these documents contain strategic policies in support of the implementation and sustainability of the SDDP, and have been confined to one document that will be presented to the committee of the general framework of the educational policy of the Ministry of Education that was prepared to be included in the Ministry's approved framework. The committee also prepared a document that includes proposed procedural policies in line with the strategic policies necessary to institutionalize sustainability of the SDDP.

Currently, the SDDP is implemented in (3049) school in (35) directorates of education and throughout the Kingdom. Important quantity of data and information are resulted from operations and the application of the program for the work of the Ministry including information on the strengths and weaknesses of schools and directorates of education related to the approved standards concerning the so-called interactive education. It is necessary to establish a mechanism that activate linkages among all level and managing directorates of the MoE, so that it can draw its policies and prepare its strategic plans.

To achieve this target, the Ministry held a workshop in November 2011 to familiarize participants from managing directorates on the central level about the nature of data and information derived from the implementation of the SDDP in schools and how they are used in the preparation of development plans of schools and directorates of education. Brainstorming was carried out which resulted in some recommendations about the best mechanism to be used by the Ministry to take advantage of the data and information. The Ministry has worked represented in the Managing Directorate of Educational Training Center on studying of these recommendations to arrive at the optimal mechanism.

This workshop was follow by a meeting that was held in February 2012 in order to create a common understanding between the directorates of education and managing directorates related to the nature of data and information generated by the SDDP and to activate mutual action between the parties to ensure the use of these data and information in a meaningful way in decision-making in the Ministry of Education. In this meeting, two directors of the directorates of education introduced a presentation to set up improvement plans of the directorates which and showed that these plans were built in response to their real needs. This presentation was followed by a general discussion between the managing directors in who demonstrated great interest and appreciation of the need to reach a mechanism to ensure the use of these data and information at the level of the MoE center.

Output 2.2.2: An approved financial mechanism to provide financial support for the implementation of schools' and field directorates' improvement Plans was prepared.

Indicators:

2.2.2.3 There are instructions procedures and guidelines which specify the allocated amounts disbursement principles.

A matrix of instructions and procedures were approved for system that determines the amounts allocated and basis of disbursing grants and was disseminated to the directorates of education through the HE Minister's official letter No. EX 14/6/20359 dated 5/30/2013.

2.2.2.4 The extent of consistency between grants disbursement items for schools and directorates of education and disbursement items specified in the document (new in 2015)

The financial grants disbursement instructions that are given to schools and directorates of education stipulate the allocation of 90% of the amount as grants to schools, and 10% to directorates of education. Therefore, the distribution 60% of the grants allocated to the schools evenly, and 40% is distributed according to the number of students in each school in the directorate of education. Grant disbursement instructions inside the school is divided among a group of field including vocational learning communities, capacity building which receive 30%, 10% is allocated for maintenance, 20% to communicate with the local community, 20% for stationery and learning supplies, 20% to encourage excellence and innovation. As for the directorate of education 75% of the amount is distributed to cover for the common needs of the schools, and 25% to the needs of the directorate of education.

To measure the consistency of actual disbursement processes of the financial grant conducted by schools and directorates of education with instructions provided for this purpose, actual disbursement processes for each field were compared to the with the percentages specified in the instructions to a group of directorates of education on the data obtained from the Division of School & Directorate Development Department. These directorates of education are: Ajloun, Ramtha, North Mazar, South Mazar, Qweismeh and Ma'an, Shobak, Zarqa Qsabat. Tables (43) and (44) illustrate the results of the comparisons.

Table no. (43): Specified disbursement percentages in the approved document (disbursement instructions) by domain, and the actual disbursement percentages for schools by domain.

Grant disbursement domains	vocational learning communities	maintenance	communication with the local community	stationery & learning supplies	Encouragement of excellence and innovation
Specified disbursement percentages in the approved document (disbursement instructions) by domain	%30	%10	%20	%20	%20
Actual disbursement percentages of schools by domain	%20	%21	%10	%34	%14
Percentage values of difference by domain	%10-	%11+	%10-	%14+	%6-
Difference percentages by domain	%33-	%101+	%50-	%70+	%30
Difference percentages mean	%56.8				

Table no. (43): Specified disbursement percentages in the approved document (disbursement instructions) by domain, and the actual disbursement percentages for directorate of education by domain.

Grant disbursement domains	Schools' common need (75%)				Directorate's needs (25%)				
	Central programs	Development Domains	Vocational Development	Others	Vocational learning communities	Maintenance	Communication with the local community	Stationery & learning supplies	Encouragement of excellence and innovation
Specified disbursement percentages in the approved document (disbursement instructions) by domain	%53	%11	%11	-	%7.5	%2.5	%5	%5	%5
Actual disbursement percentages of directorates of education by domain	4%	5%	11%	%37	7%	13%	5%	13%	3%
Percentage values of difference by domain	%49-	%6-	%0	%37	- %0.5	%10.5	%0	%8	%2-
Difference percentages by domain	%92-	%45-	%0	%100	%7	%520	%0	%260	%60
Difference percentages mean	%155								

Table no (43) indicates the disbursement of grants for schools, it is clearly shown that there is inconsistency between the approved disbursement instruction and the actual disbursement to

schools since there is difference at (75%) between them. This table also indicates that the highest difference was in the maintenance domain at (101%) for the benefit of the actual disbursement and the least difference was (30%) for the domains of vocational learning communities and encouragement of excellence and innovation for the benefit of instructions.

As for the directorates, table no (44) demonstrates that the difference is clearer, where the percentage reached about (155%). Maintenance scored highest difference at (520%) and for the actual disbursement, while the domains of professional development, communication with the local community did not register any differences between the reality of disbursement of disbursement and instructions. It is worth mentioning that there is a large percentage of the directorates' grant spent on other areas not specified in the instructions that reached to 37% of the total grant provided.

The most important recommendations were represented in the following:

- A) Concerned parities in the MoE have to review disbursement instructions to more flexible and correspond to the actual needs of schools and districts.
- B) Concerned parities in the MoE and directorates of education have to pay more attention and carry out periodic follow-up for schools and directorates of to ensure their compliance with the instructions.

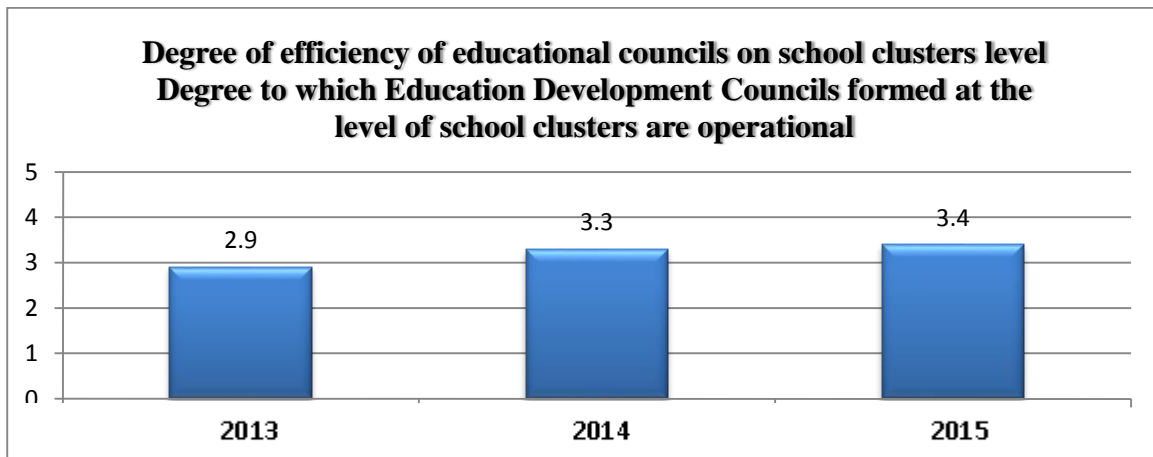
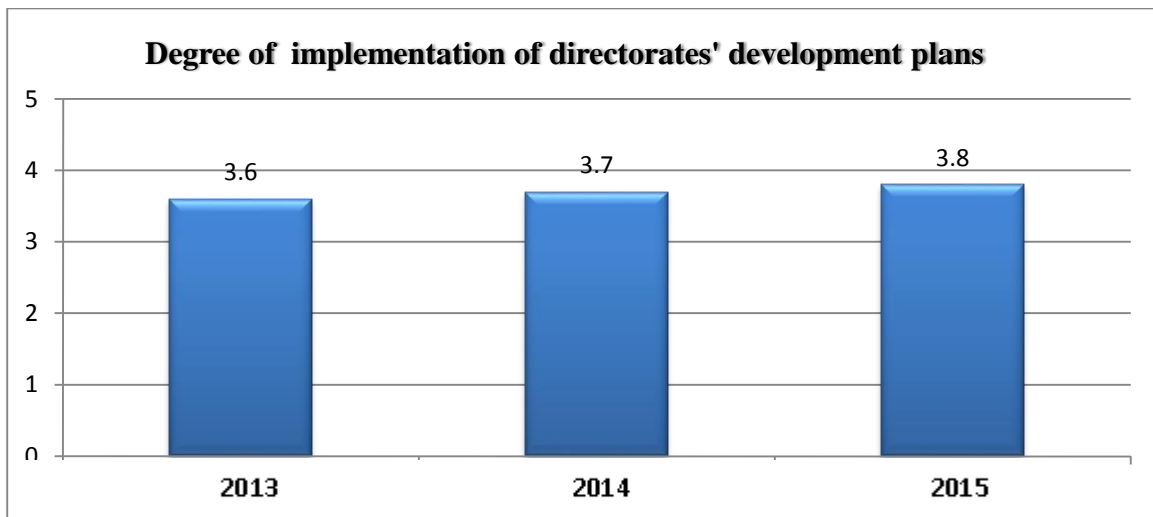
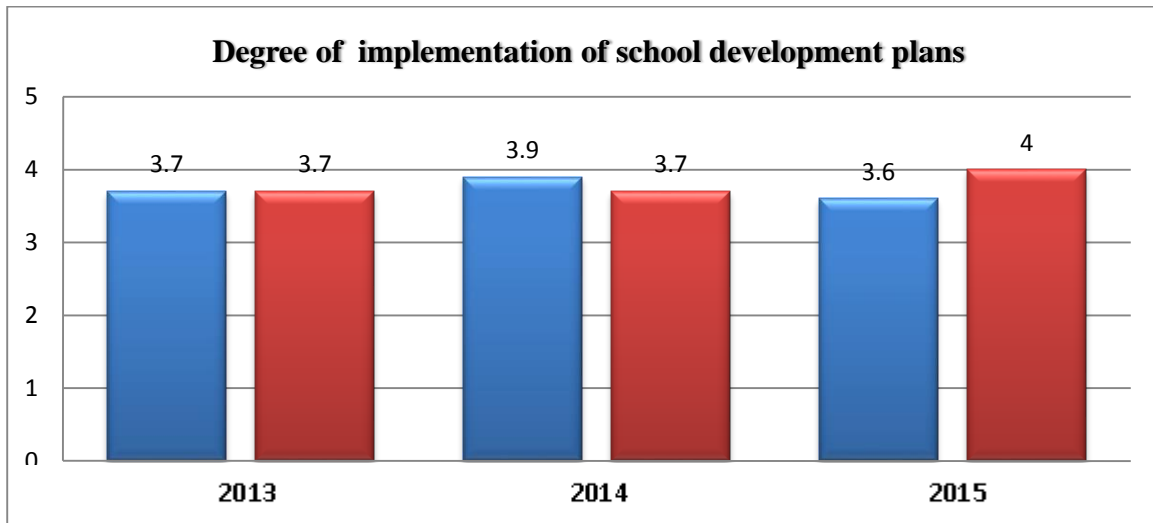
Comparisons:

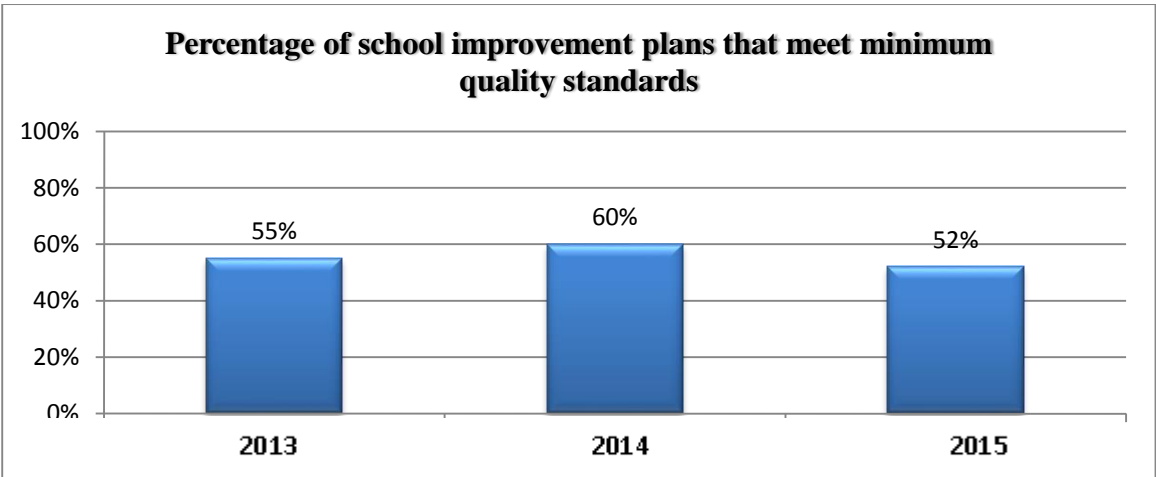
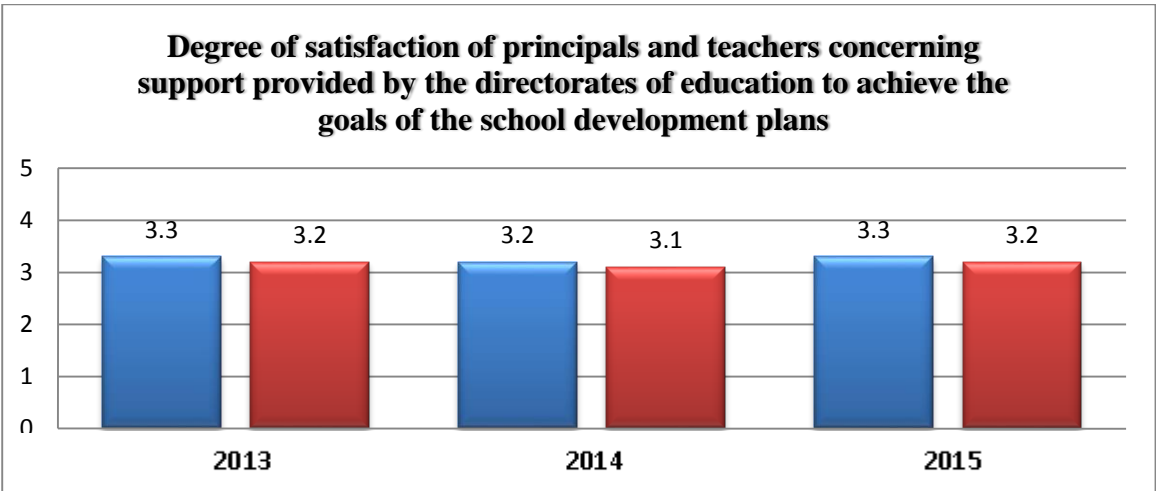
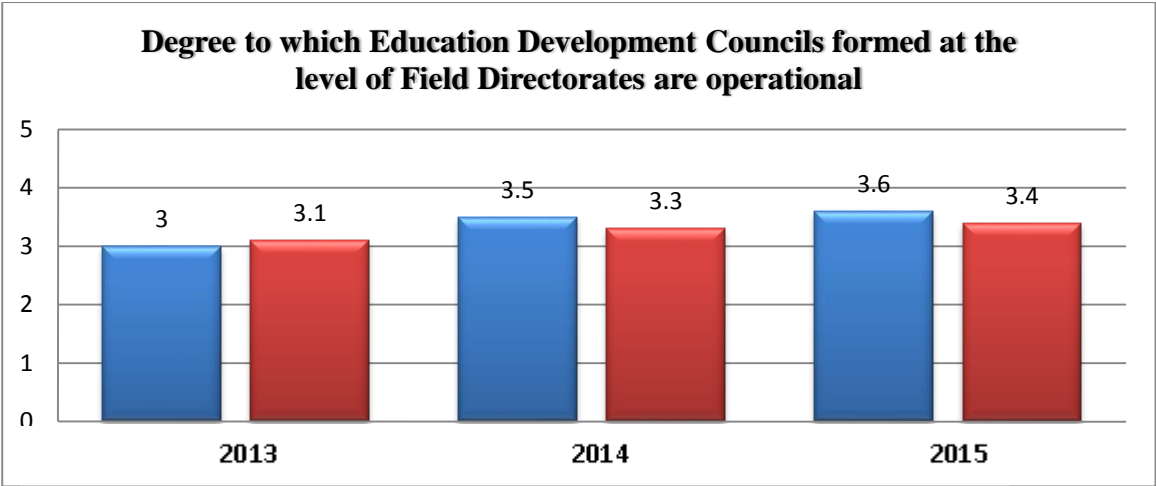
To know the direction of the indicators, comparisons were made among the result mentioned in M&E reports issued in (2013, 2014 and the current report for 2015) and these comparisons are illustrated in table no. (45) below.

Table no. (45) Comparisons between the results of the current M&E report with those contained in reports issued in 2013 and 2014

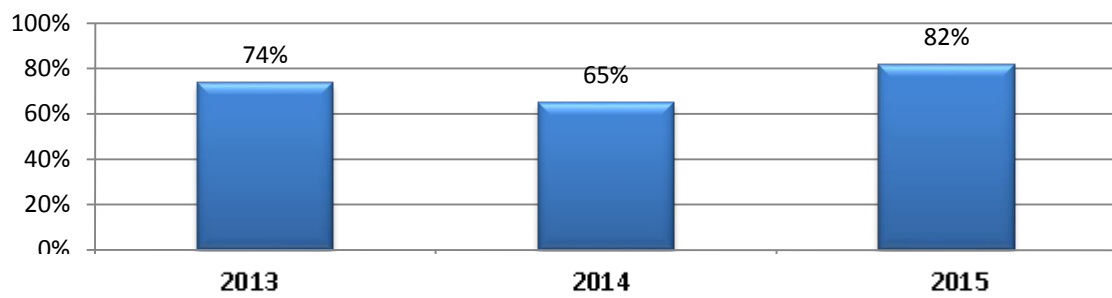
No.	Indicator	Data source	Values and percentages of the indicator already achieved					Notes The difference between (2015 & 2014)
			Years			Value Differ ence	Perce ntage Differ ence	
			2013	2014	2015			
1.1	Degree of implementation of schools' development plans	School development team and relevant documents	3.7	3.9	3.6	0.3-	7.7-%	
		Educational supervisors	3.7	3.7	4.0	0.3+	8.1 %	
1.1 A	The percentage of school which implement training programs depending on the school and resulted from its developmental programs	School development team and relevant documents	-	-	%81	-	-	This indicator was added to M&E framework and measured in 2015 report
2.1	Degree of implementation of directorates' development plans	Directorate development team and relevant documents	3.6	3.7	3.8	0.1+	%2.7+	
3.1	Degree of efficiency of educational councils on school clusters level Degree to which Education Development Councils formed at the level of school clusters are operational	Educational councils for school clusters and relevant documents	3.0	3.5	3.6	0.1+	%2.9+	
4.1	Degree to which Education Development Councils formed at the level of Field Directorates are operational	Directorate development team	3.0	3.5	3.6	0.1+	%2.9+	
		Educational development council and relevant documents	3.1	3.3	3.4	0.1+	%3.0+	
5.1	Degree of satisfaction of principals and teachers concerning support provided by the directorates of education to achieve the goals of the school development plans.	School development team (Focus groups)	3.3	3.2	3.3	0.1+	%3.1+	
		School development team (questionnaires)	3.2	3.1	3.2	0.1+	-3.2%	
6.1	Degree of satisfaction of field Directorate staff concerning support provided by MoE center to implement field Directorate Improvement Plans	Directorate development team Educational supervisors (Focus groups)	2.7	2.6	3.1	0.5+	%19.2+	
		School development team (questionnaires)	2.5	2.5	2.9	0.4+	%16+	
1.1.1	Percentage of school improvement plans that meet minimum quality standards	School development and procedural plans.	%55	%60	%52	%8-	%13.3-	

2.1.1	Percentage of directorate development plans that meet quality standards.	Directorate development and procedural plans	%74	%65	%82	%17+	%26.2+	A sample representing 63% of directorates in 2015.
6.1.1	Degree of effectiveness for school development plans and their preparation from the perspective of school leaderships	School development team	3.9	4.2	3.9	0.3-	%7.1-	
8.1.1	Degree of effectiveness for school development plans and their preparation from the perspective of educational leaderships in education directorates	Directorate development team	3.9	4.4	4.2	0.2-	%4.5-	
		Educational supervisors	3.1	3.5	4.0	0.5+	%14.3+	
2.2.1	Degree of satisfaction of stakeholders with the quality of SDDP monitoring and evaluation reports	School development team	-	-	4.0	-	-	This outcome is measured for the first time in 2015
		Directorate development team & educational supervisors	-	-	3.8	-	-	
2.1.3	Degree to which monitoring and evaluation reports' recommendations are used in the implementation and enhancement of the SDDP continuously	School development team	-	-	3.9	-	-	This outcome is measured for the first time in 2015
		Directorate development team & educational supervisors	-	-	3.7	-	-	
1.2.2	The percentage of the activities related to school and directorates implemented through receiving financial support from MOE	School development team	-	%54	-	-	-	
		Directorate development team	-	%57	-	-	-	
	Number of trainees in the program	Records SDI	20413	29125	35106	5981+	20413	The cumulative number includes more than one training per trainer
2.2.2.2	The extent of consistency between grants disbursement items for schools and directorates of education and disbursement items specified in the document (new in 2015)	Records of the Division of School & Directorate	-	-	Difference in schools nearly (55%)	-	-	This indicator was added to M&E framework and measured in 2015
			-	-	Difference in directorates nearly (155%)	-	-	

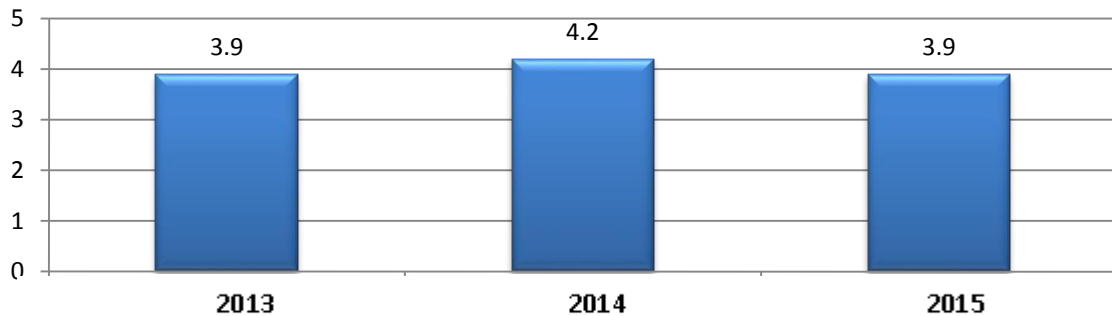




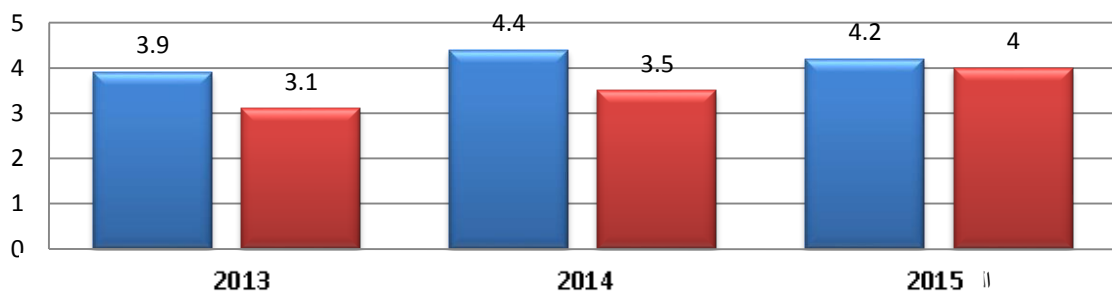
Percentage of directorate improvement plans that meet minimum quality standards

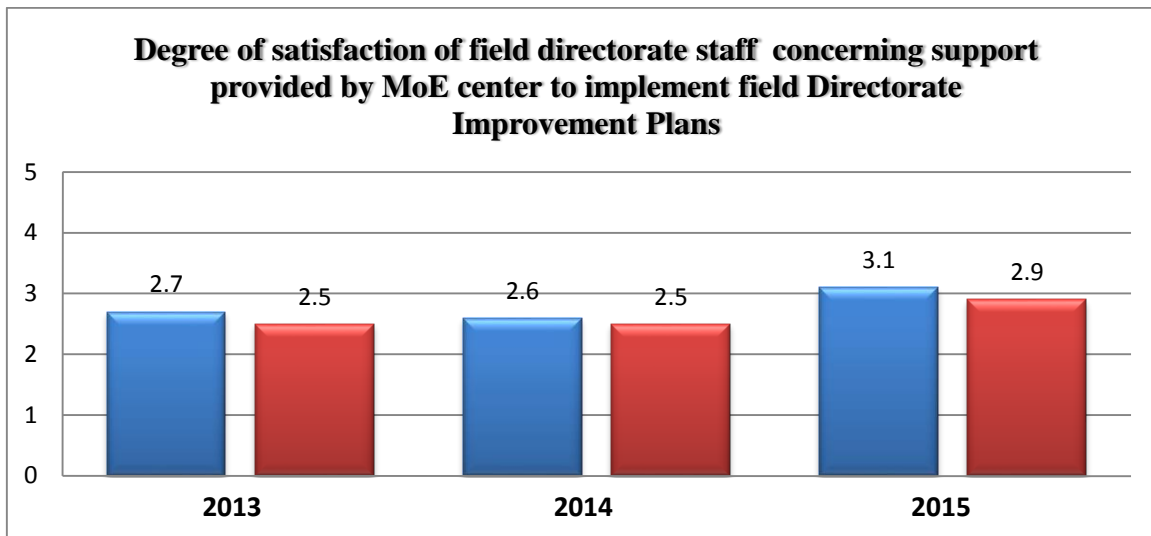


Degree of effectiveness for school development plans and their preparation from the perspective of school leaderships



Degree of effectiveness for school development plans and their preparation from the perspective of educational leaderships in education directorates





It is observed from table no (45) that results of 2013, 2014 and 2015 M&E reports were nearly the same. Through comparing the results of the last two year, namely; 2014 and 2015 in measuring indicators, it is noticed that results are regular with minor changes. Difference percentages ranged from (2.7%) to (26.0%). In general these percentages are inclined to the benefit of 2015 and these differences can be attributed to many factors including the following:

- Different valuator's estimation who gathered data to define the characteristics to be measured due to the qualitative nature of the indicators.
- Different samples since the ones chosen in this year differed completely from those chosen in the previous years.
- Schools and benefited previous evaluation experiences which reflected positively on their readiness for evaluation.
- Training conducted in 2015 on mechanisms used in building up plans in accordance with result-oriented management.

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.
- 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.
- Adopting improvement plans template of the SDDP when preparing improvement plans in schools and directorates of education.
- Building up the capacities of stakeholders in MoE education directorates and schools in the field of result-oriented management and preparing professional development programs.
- Exerting efforts to promote stability of educational leaderships and technical personnel in their positions for a sufficient period of time.
- Providing 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' class periods loads for those who are members of school development 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.
- 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.
- Focusing on building active development activities to achieve the required level of development in both schools and directorates.