



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

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

Component I: School and Directorate Development Program (SDDP)

SDDP Monitoring and Evaluation Reports for 2014

Report (3)

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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 2014. 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 13 April -5 May) over three stages (13-14 April, 27-28 April and 4-5 May). A sample of 20 education directorates was selected out of 28 directorates applying the program. 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 plans were collected (at least 8 plans from each education directorate) so 20 plans were gathered.

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

3. Major results:

1. 28 education directorates (and 2725 schools in these directorates) implemented their developmental plans which were designed according to the SDDP methodology.
2. In addition, 28 educational development councils at the directorates' level and 253 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.

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

Five educational development councils and 51 educational councils were established for school clusters within the fifth group.

3. Scores of the directorates of the second, third, fourth and the fifth groups were higher than scores of the first group in all indicators.
4. Scores of the female and mixed schools were higher than scores of the male schools in all indicators.
5. The indicators that achieved /or were about to achieve the target were:
 - "Level of schools' implementation of their developmental plans according to SDDP approved model".
 - "Level of directorates' implementation of their developmental plans according to SDDP approved model".
 - "Degree of efficiency of school development plans' preparation from the view of school leaderships".
 - "Degree of efficiency of school development plans' preparation from the view of educational leaderships in the directorates from the view of directorates' development teams".
 - "Percentage of schools' development plans that meet the quality standards".
 - "Percentage of directorates' development plans that meet the quality standards".
 - The Percentages of Schools and Directorates Development Plans' Activities that were implemented and supported by the Ministry.
6. The indicators that did not achieve the target were:
 - "Degree of efficiency of educational councils for school clusters".
 - "Degree of efficiency of educational development councils at the level of education directorates".
 - "Degree of teachers' 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".
 - "Degree of efficiency of the preparation of directorates' development plans from the view of educational leaderships at education directorates from the view of educational supervisors".
7. The communication strategy and its executive plan were set and approved by the Planning Committee at the Ministry of Education.
8. Among the obstacles and difficulties facing the implementation of the SDDP were:
 - Instability of educational leaderships and technical staff.
 - The attitude of resisting change and the lack of enthusiasm and motivation or follow up from stakeholders involved in the program implementation.
 - Inconvenience of school physical environment (rented buildings, double-shift schools, overcrowded classes....etc.
 - The high teachers' classes load especially those who are members in the school development teams.
 - The delay in disseminating grants to concerned directorates managed by the Ministry.

- Insufficiency of financial grants provided by the School and Directorate Development Program to carry out schools and directorates' plans.
- Complicated procedures in receiving schools' material and in-kind donations.
- The lack of efficiency of the educational development councils in the directorates and the educational councils in the school clusters.
- Weak educational support and ineffective methodologies applied in preparation of developmental and procedural plans.
- Poor participation of the local community.
- Some stakeholders are not fully aware of their roles and responsibilities.
- The educational supervisors do not perform an effective role in providing sustainable supporting and counseling in addition to building up capacities to enhance school performance development.

4. Major recommendations:

- Creating sustainable mechanism to support education directorates and schools to carry out their developmental plans.
- 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 2015. The School and Directorate Development Program (SDDP)² represents the first component of ERfKE II which consists of five components:

- **Component 1: Establishing a school-based national development system-SDDP.**
- **Component 2: Monitoring and evaluation and institutional development.**
- **Component 3: Learning/teaching Development.**
- **Component 4: Development of special programs (Early childhood, vocational education and special education).**
- **Component 5: Improvement of physical teaching environment.**

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

The first component aims to:

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

The SDDP seeks to translate the vision of education national strategy- which emphasizes the need to promote a culture of experimentation and innovation and responsiveness to the needs of the local community in all aspects of the educational system- into developmental practices that empower the school to involve the local community and students in formulating its development plans. The education national strategy stresses that the major element in the educational system is the school where the main educational leader is the school'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 disseminate the program implementation to all schools and directorates throughout the Kingdom by the end of the school year 2014/2015. The second phase continues over five years to resume what has been achieved in the first phase which started in 2006 and involved 7 directorates including 854 schools (the first group). In April 2011 the program was implemented in 4 directorates including 256 schools (the second group) and in September 2011 the program was applied in 6 directorates including 529

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

schools (the third group). In April 2012, the program was applied in 6 directorates including 517 schools (the fourth group) and in April 2013 the program implementation covered 5 new directorates including 569 schools (the fifth group). In March 2014, the program was implemented in 7 new directorates including 541 schools in (group sixth A) while the other seven directorates in group sixth B will be included in the program in 2015³.

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

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

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

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

According to SDDP, the development phase in each school is launched by conducting self-review process using a national Jordanian self-assessment tool, including all school staff as participants. Students, parents and the local community are considered inputs in this evaluation process, and depending on the outputs of this

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.

process every school prepares its own development plan including its priorities and future steps to be taken to achieve goals and follow-up their progress.

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

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

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

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

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

The SDDP experience revealed that it is imperative to review educational policies and procedures applied by the Ministry to ensure the SDDP institutionalization and sustainability. For this purpose, the Ministry formed a committee in September 2011 comprising members from the

Managing Directorate of Planning and Educational Research and the Managing Directorate of Educational Training Center in collaboration with the SDDP members / the Canadian International Development Agency (CIDA), to identify SDDP supportive policies as clarified in of the educational policy general framework document for 2010 as well as required procedural policies to be introduced or modified.

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

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

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

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

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

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

The next consistent activities will achieve the following ten outputs:

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

This is the third 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 third report:

The tools of data collection were identified in line with the M&E framework⁴ using rubric scale, questionnaires and interview protocols relating to 11 indicators besides field work through coordination with directorates at the Ministry centre and in the education directorates, especially for quantity indicators.

Data collection was preceded by a refreshing workshop, which was conducted by the head of the M&E division, to all M&E coordinators in the field directorates on 10 April,

⁴ The framework was developed by the members of the M&E division and members of educational training center

2014, through which the methodology was reviewed, the tools and writing reports were also discussed. Identifying responsibilities and roles regarding data collection were also discussed.

All directorates concerned with SDDP were sent official letters on 6 March to inform them with the assessment time. Data were collected during 13 April till 5 May over three stages (13-14 April, 27-28 April, 4-5 May). Coordinators were divided into teams; each team consists of two coordinators who were responsible for collecting data from their directorates. The data collection took two days, one for school clusters and the second for the education directorates.

Out of 28 education directorates, a random sample consisting of 20 education directorates were chosen. The sample consisted of 50% of directorates (group 1, 2, 3) and all directorates of (group 4, 5). 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 were collected (at least 8 plans from each education directorate) so 23 plans were gathered. Members from the M&E Division informed the M&E coordinator of the details of the samples by e-mail four days prior to the data collection process from the education directorate.

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

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 third report.

2.2 Results

(See the appendix for the strength and weakness points)

2.1.1 Medium-term results:

- 1.1 Enhancing active involvement of the local community, education directorates and the Ministry Centre in the school development processes.
- 1.2 Indicators Degree of schools' implementation of their developmental plans.
- 1.3 Degree of education directorates' implementation of their developmental plans.
- 1.4 Efficiency of educational councils formed with local community participation at the level of school clusters.
- 1.5 Efficiency of educational development councils formed at the education directorates.

- 1.6 Degree of satisfaction of school teachers and principals with the support level provided by education directorates to achieve objectives of school development plans.
- 1.7 Degree of satisfaction of education directorates' staff with the support level provided by the Ministry Centre to achieve objectives of education directorates' development plans.
- 1.8 Degree of communication strategy implementation of the SDDP.
- 1.9 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 improvement plans' implementation :

The evaluation teams formed focus discussion sessions with a sample of six school development teams including from six different schools in addition to educational supervisors in 20 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 are implemented according to a certain schedule, in addition to identifying the enabling factors and challenges.

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

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

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

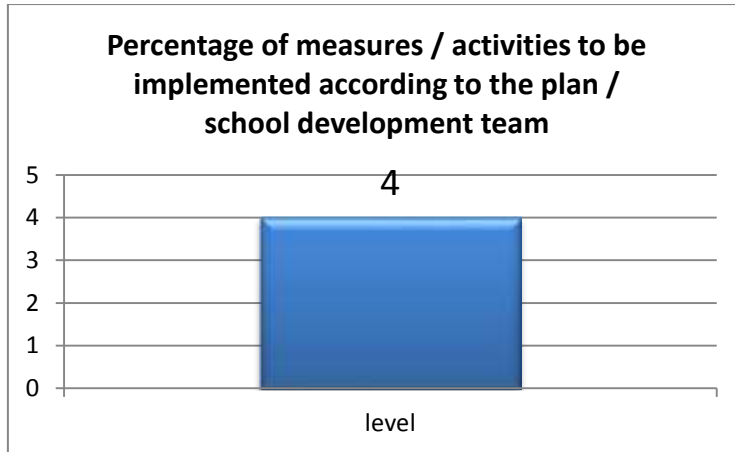


Table (2): Degree of school development plans' implementation, by the level of implementation- Educational supervisors

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

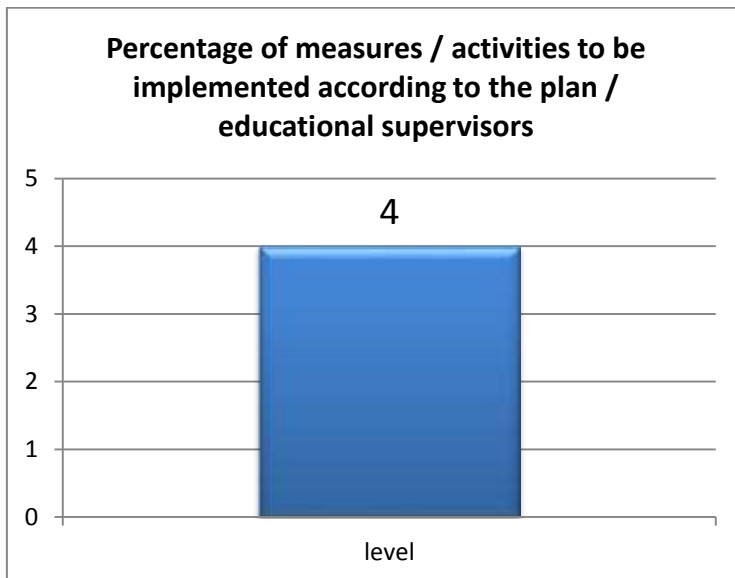
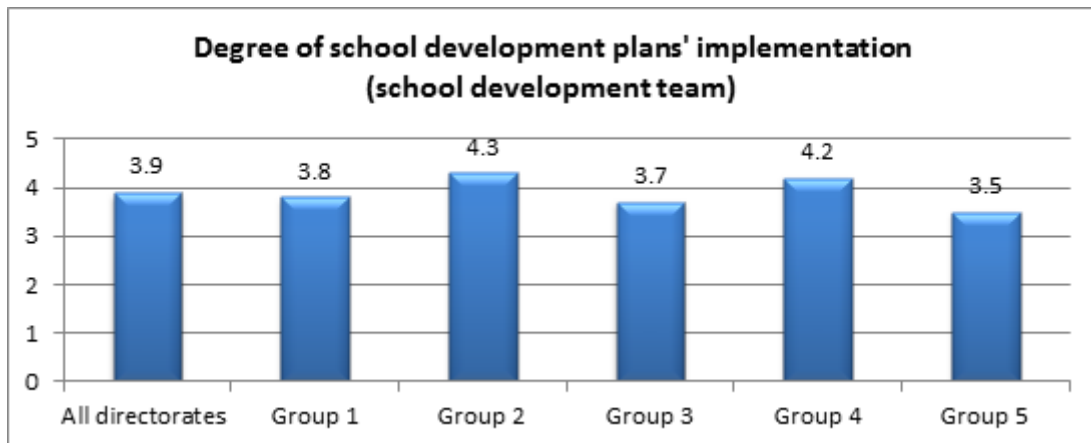
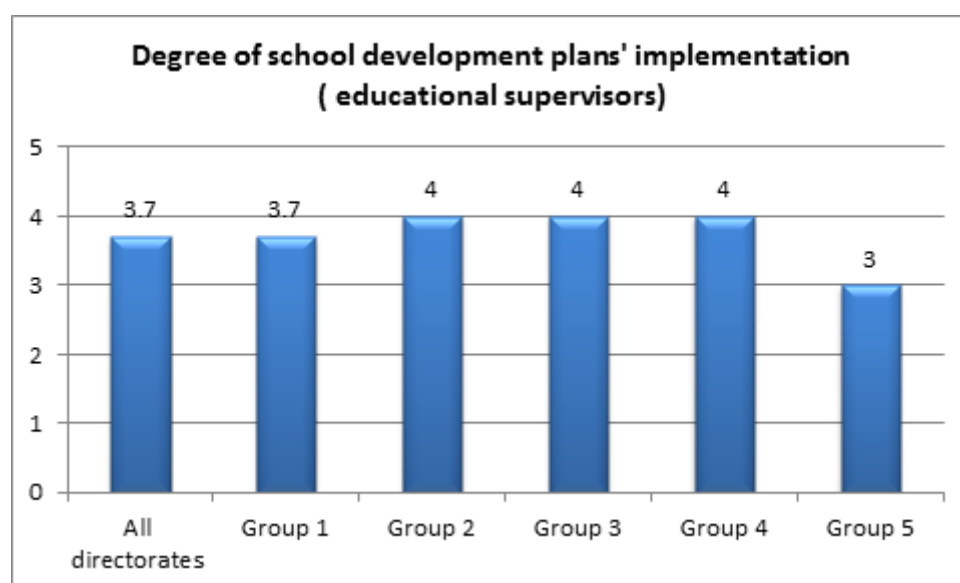
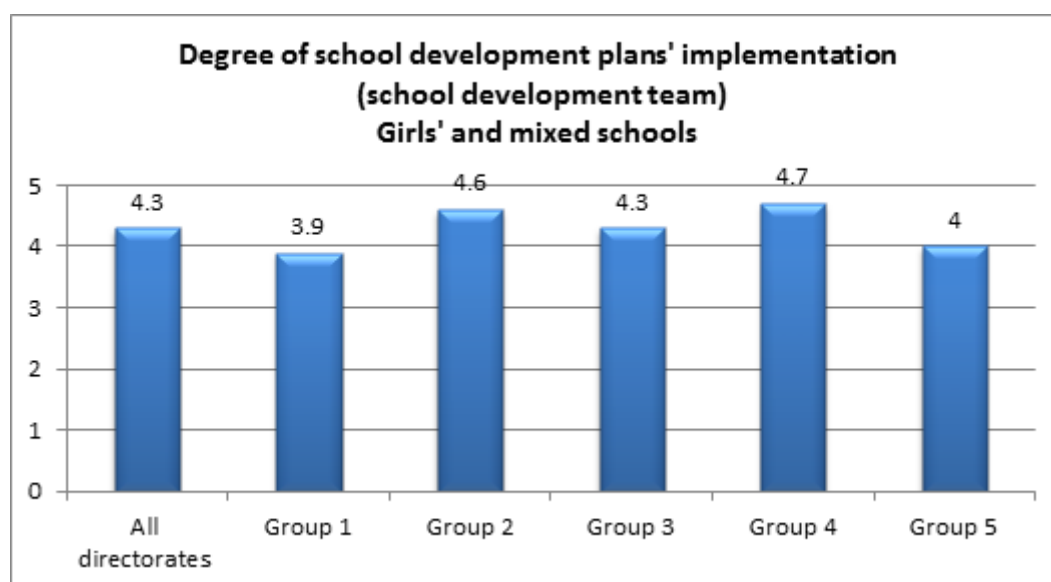
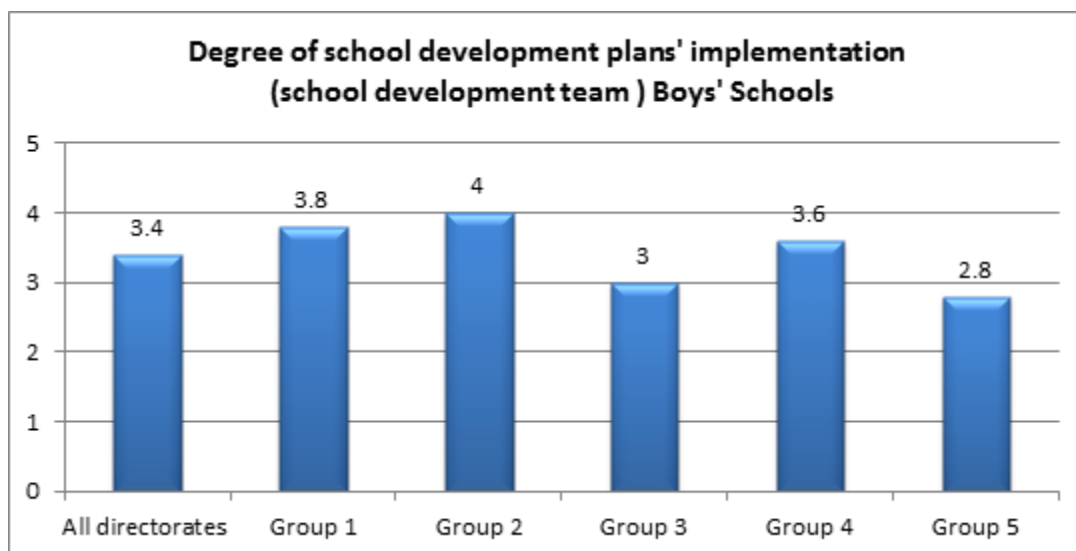


Table (3): Degree of school development plans' implementation, by directorates' groups, data source, school type (gender) and directorates recording the highest/the lowest degrees

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	3.9	3.4	4.3	Al-tayybah Al-wasatiyyah	5.0	Qasabit Irbid Al-Qasir	3.2	3.7
Group 1	3.8	3.8	3.9	Jerash	4.2	Southern Ghour	3.3	3.7
Group 2	4.3	4.0	4.6	Northern Mazar	4.7	QasabitMada	4.0	4.0
Group 3	3.7	3.0	4.3	AinAlbasha Ramtha	4.0	Al-Qasir	3.2	4.0
Group 4	4.2	3.6	4.7	Al-tayybah Al-wasatiyyah	5.0	Tafilah Quweismeh	3.7	4.0
Group 5	3.5	2.8	4.0	Qasabit Zarqa	4.0	Qasabit Irbid	3.2	3.0





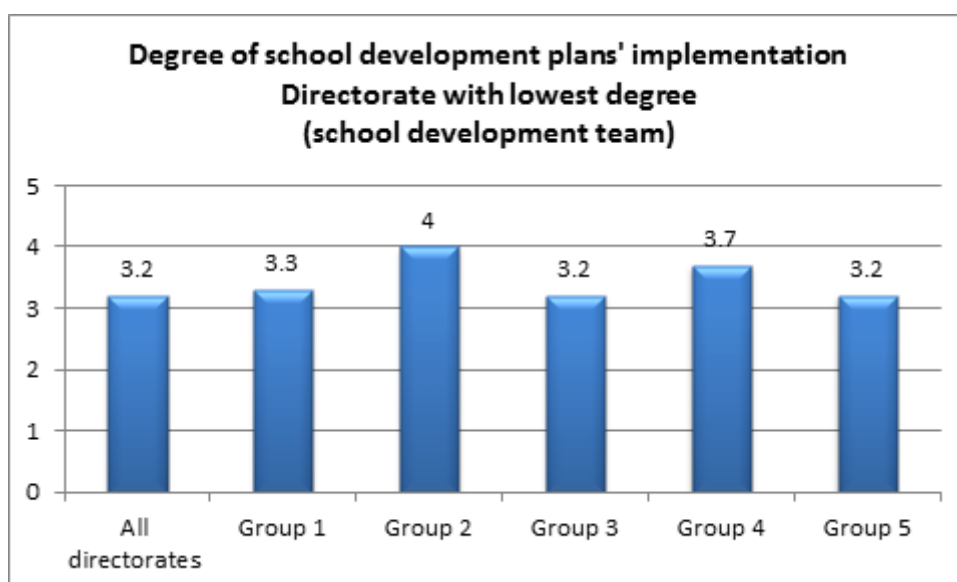
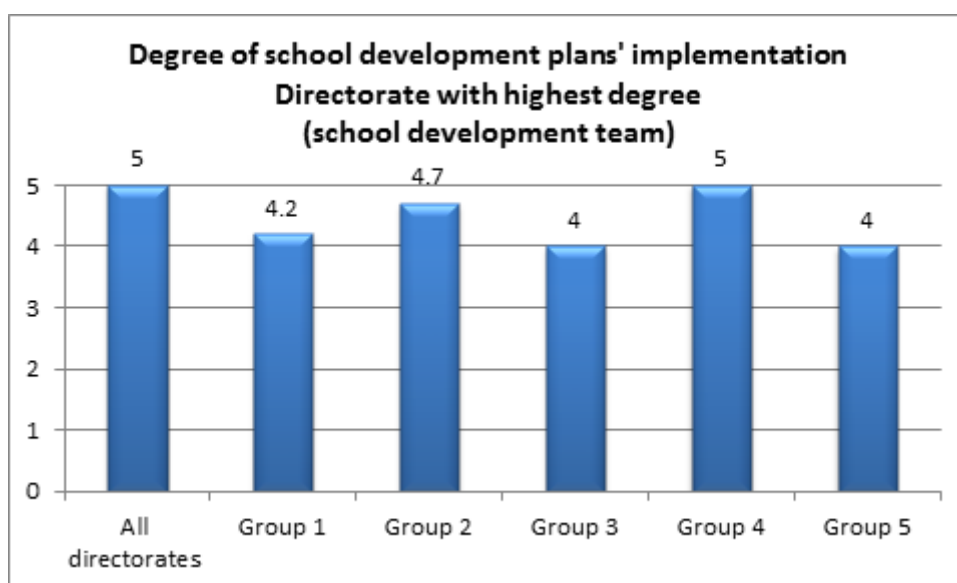
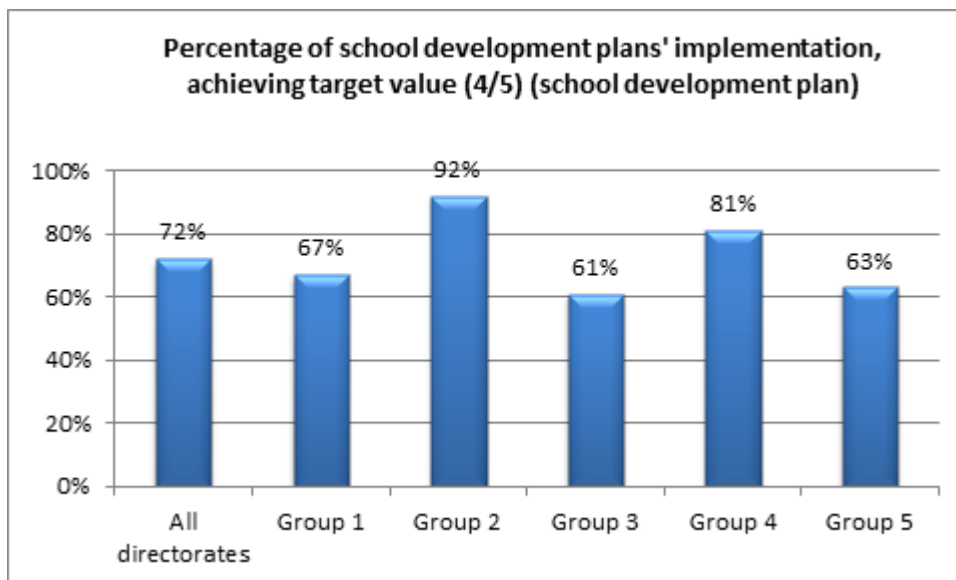
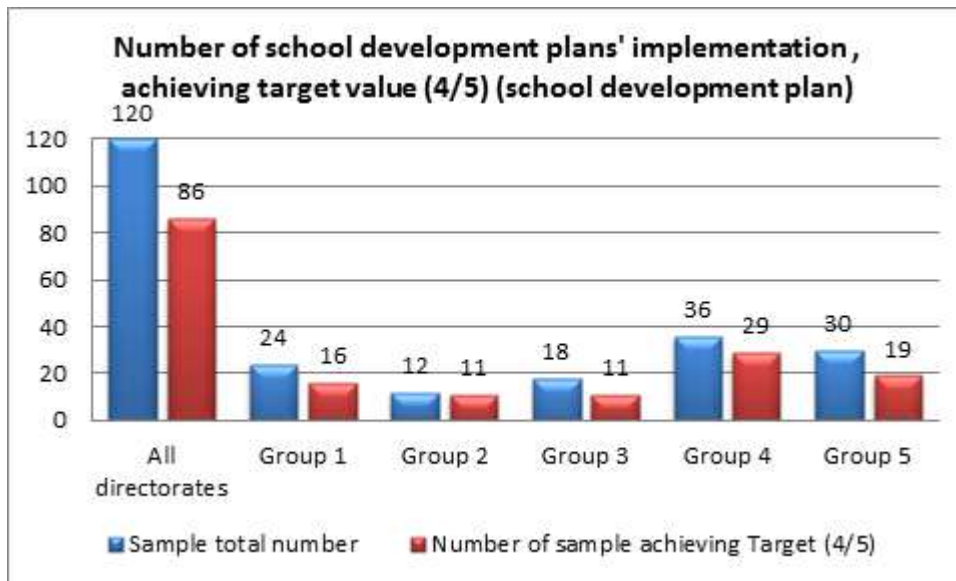


Table (4): Percentage of school development plans' implementation, achieving target value (4/5%) by source of data

Source of data	School development team		
	Sample total number	Number of sample achieving Target (4/5)	Percentage
All directorates	120	86	%72
Group 1	24	16	%67
Group 2	12	11	%92
Group 3	18	11	%61
Group 4	36	29	%81
Group 5	30	19	%63



From table (3) we notice that the total implementation degree amounted to (3.9) which is less than the target (4.0/5.0), and that the education directorates of the second and fourth groups achieved the highest degree which was close to the target (4.0). But, the education directorates of the first, third, and fifth groups achieved the lowest degree. It was also found that the implementation degree of the female and mixed schools (4.3) was higher than the rate of the males' implementation degree which was 3.4.

The education directorates in Al-Taybah and Al-Wasatiyyah recorded higher implementation rates compared to the directorate of Qasabit Irbid, which has achieved the lowest ratios.

Among the enabling factors leading to successful implementation of the development plans are: the educational support, motivation, cooperative teamwork in schools, the applied planning methodology that builds up responsive developmental plans to schools' actual needs.

It was pointed out to the importance of support of the grants provided by the MoE and SDDP to empower them to implement their development plans' activities. The percentage of school development plans that have achieved the target value was (72%), 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 to resisting changes and lack of motivation by the school staff and insufficient knowledge about the roles and responsibilities of the stakeholders also stand as a barrier.

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 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 for the sustainability of the program, in addition to devolution of authorities to school principals, especially with regard to funding management and collecting school donations. Education directorates represented by educational support make periodic follow-up of the schools' achievements in their development plans' implementation and provide necessary awareness and technical support as well as activating professional accountability.

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 20 directorates, in order to identify the level of their development plans' implementation.

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

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

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

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

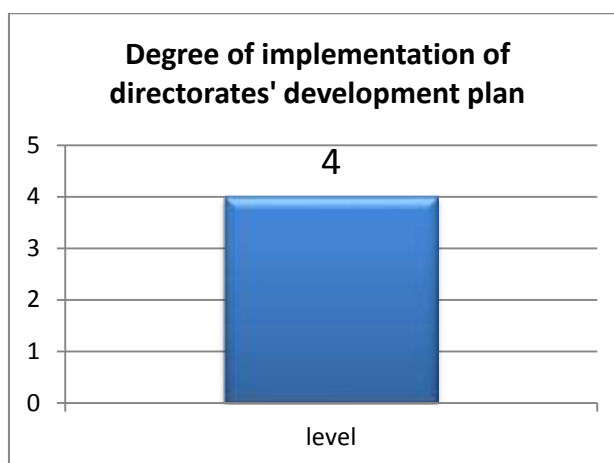


Table (6): Degree of the education directorates' development plans implementation, by directorates' groups, source of data and directorates recording the highest/the lowest degrees

Source of Data	Directorate development team				
	Degree	Directorate recording highest degree		Directorate recording lowest degree	
		Directorate	Degree	Directorate	Degree
All directorates	3.7	Ain Al-Bbasha , Petra, Al-Taybah , Al-Wasatiyyah, Ajloun, Salt, Qasabit Irbid	5.0	Qasabit Amman	1.0
Group 1	3.5	Jerash , Qasabit Mafraq	4.0	Al-Jiza , Southern Ghour	3.0
Group 2	4.0	Northern Mazar	4.0	QasabitMadaba	4.0
Group 3	4.0	Ain Al-Basha	5.0	Ramtha	3.0
Group 4	4.5	Petra, Al-Taybah , Al-Wasatiyyah, Ajloun, Salt	5.0	Tafilah	3.0
Group 5	2.8	Qasabit Irbid	5.0	Qasabit Amman	1.0

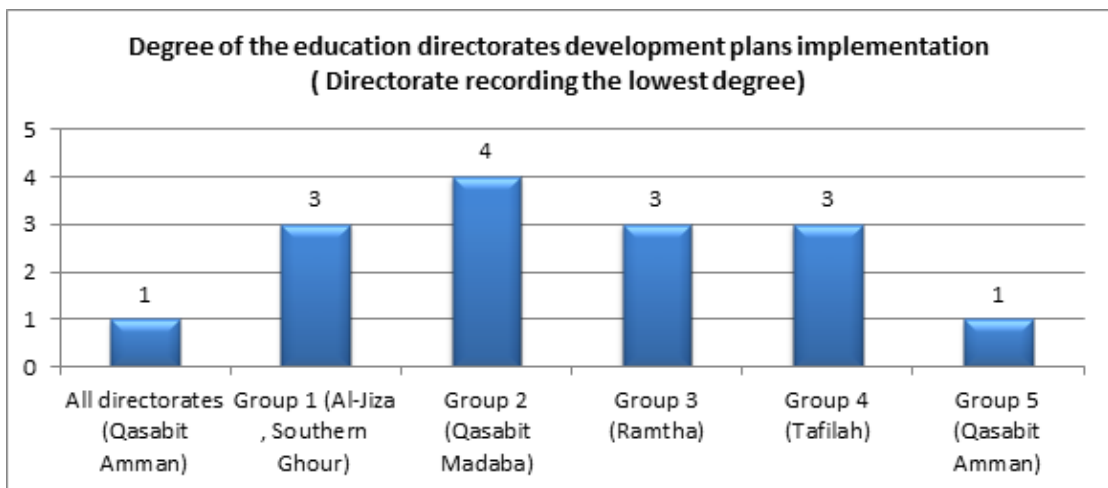
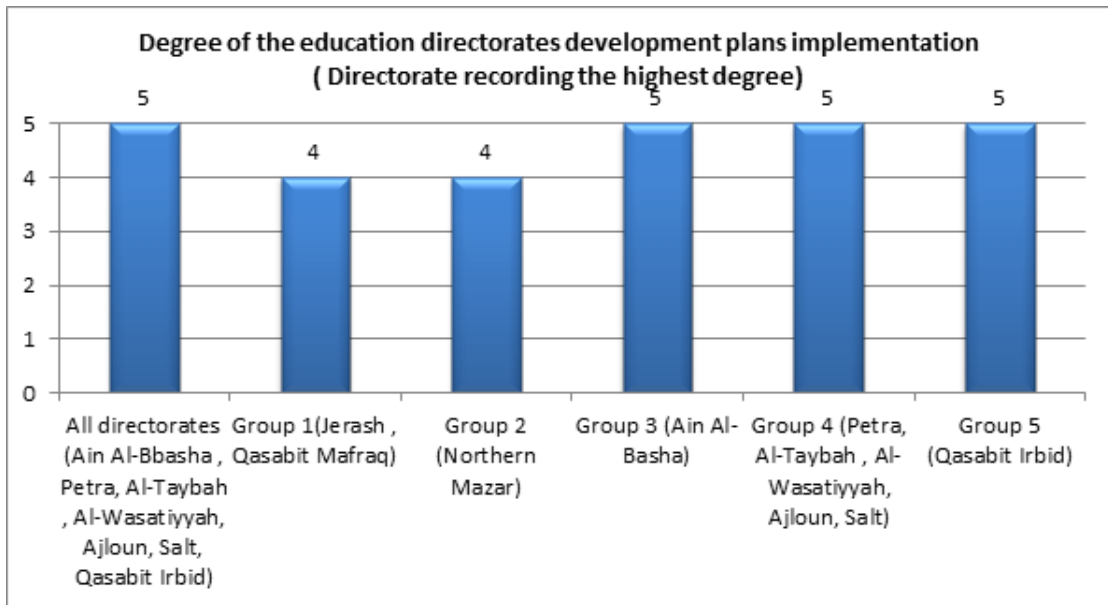
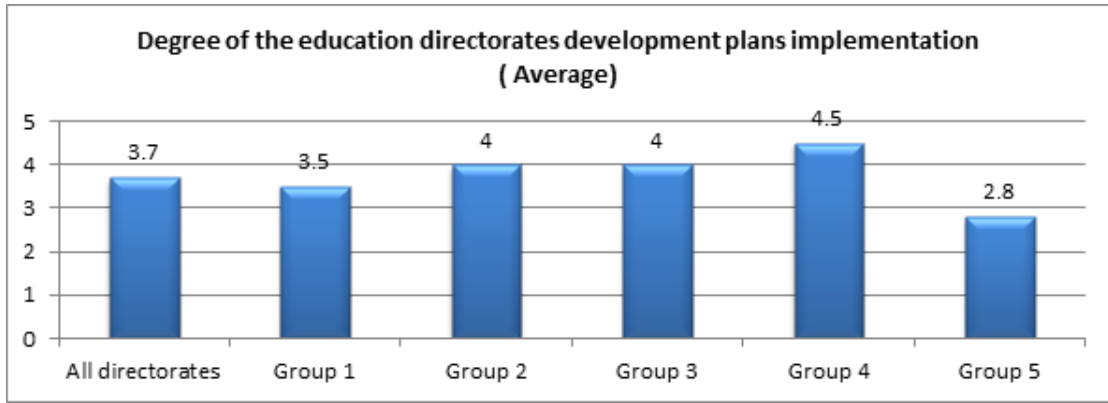
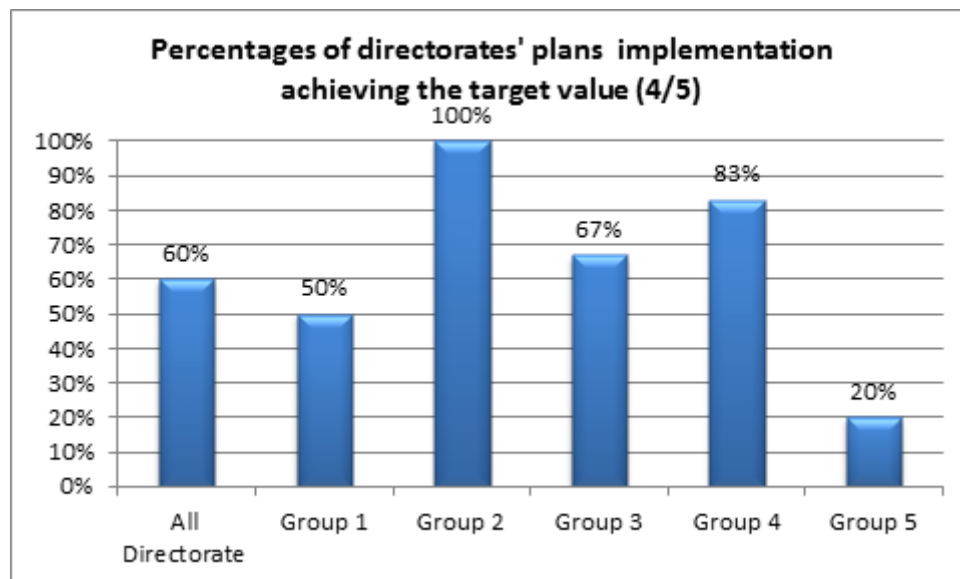
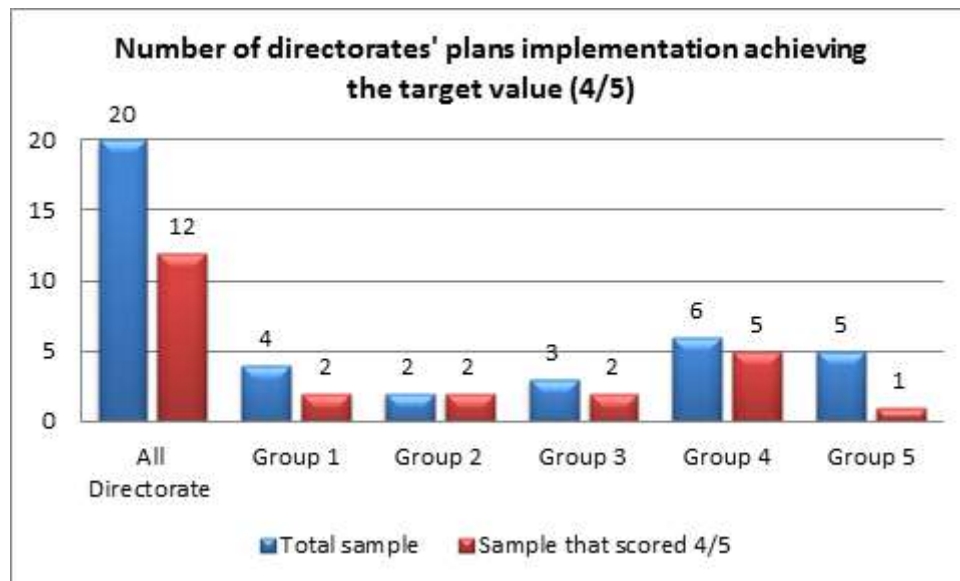


Table (7): Percentages of directorates' plans implementation achieving the target value (4/5)

Source of data	Directorate development team		
	Total sample	Sample that scored 4/5	Percentage
All Directorate	20	12	%60
Group 1	4	2	%50
Group 2	2	2	%100
Group 3	3	2	%67
Group 4	6	5	%83
Group 5	5	1	%20



Results of Table (6) reveal the general degree of implementation is (3.7) which is below the targeted value (4/5) according to the rubric associated with this indicator. Having compared the results of all directorates, results show that group 5 has scored the

lowest percentage of implementation (2.8) whereas group 4 has scored the highest percentage which scored (4.5). Additionally, this indicates that there are various among the degrees of implementation. About 60% of directorates met the targeted value as shown in Table (7).

Directorate development teams have confirmed the crucial importance of the planning methodology used by the SDDP which fulfill realistic needs identified collaboratively. Moreover, this planning methodology has a successful role in implementing plans and financial funds provided by the ministry of education and CIDA.

Directorate development teams have clarified that reason behind the low percentages of implementation of the plans are to be referred to centralization of the administrative structure of the educational system. For example, the directorates are not able to implement vocational 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.

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

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

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

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

Among the tasks entrusted to the educational council are: Examining development plans for schools participating in the council, concluding necessary recommendations, and examining students' semester and annual learning achievement results, providing material

and in-kind support to schools and working to solve educational problems in the region through cooperation and exchange of ideas and views.

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

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

Indicator 1.3: Degree of efficiency of educational councils to school clusters with community participation					
Standards	Level 1	Level 2	Level 3	Level 4	Level 5
Council formation	Members are not nominated	Members were nominated but not all schools were represented	All school clusters represented, no school principal, no student representing each school available	Meets all membership conditions, but no balance concerning gender	Meets all membership conditions(headed by a local community member, and parents correlating with number of schools, principals and students(males & females) and showing balance in gender-sensitivity
They realize their roles and responsibilities	Roles and responsibilities are 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

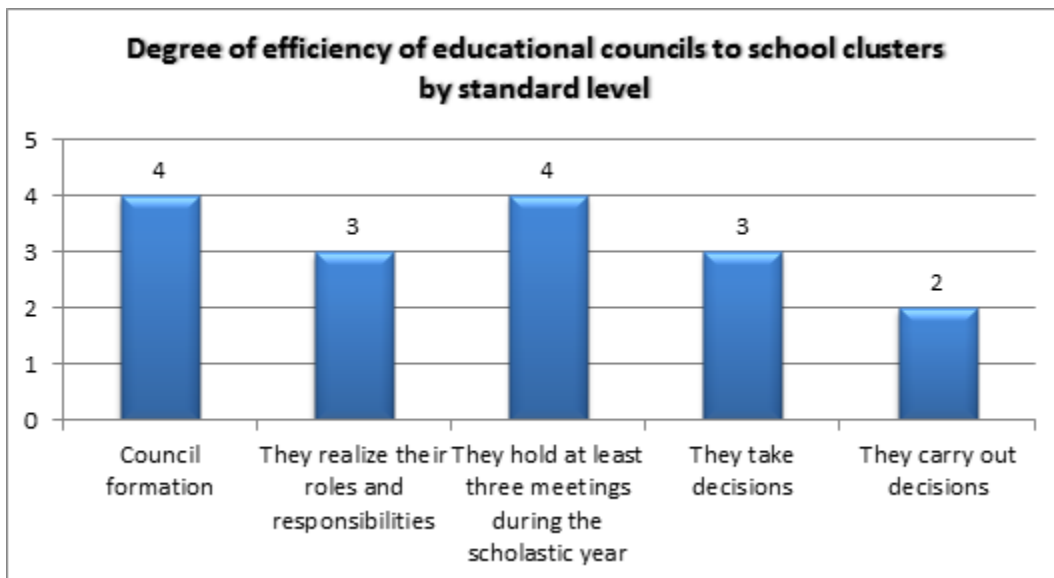
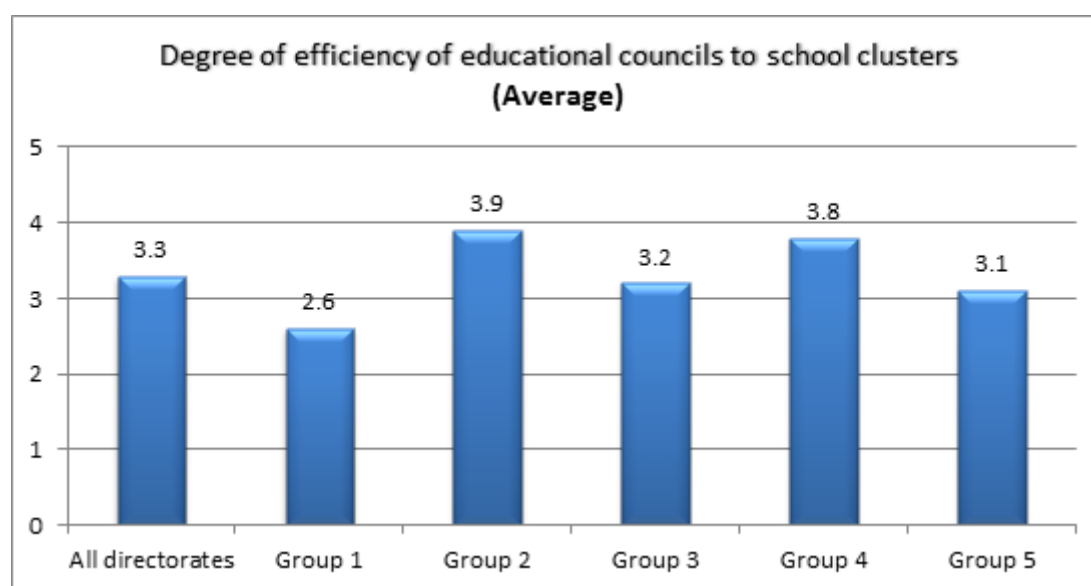
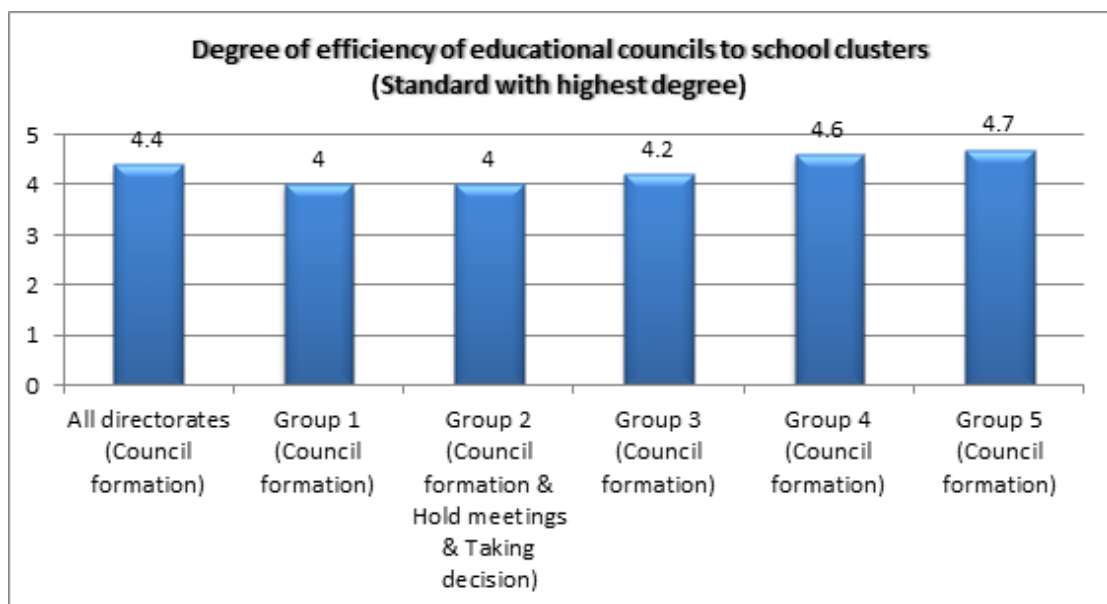
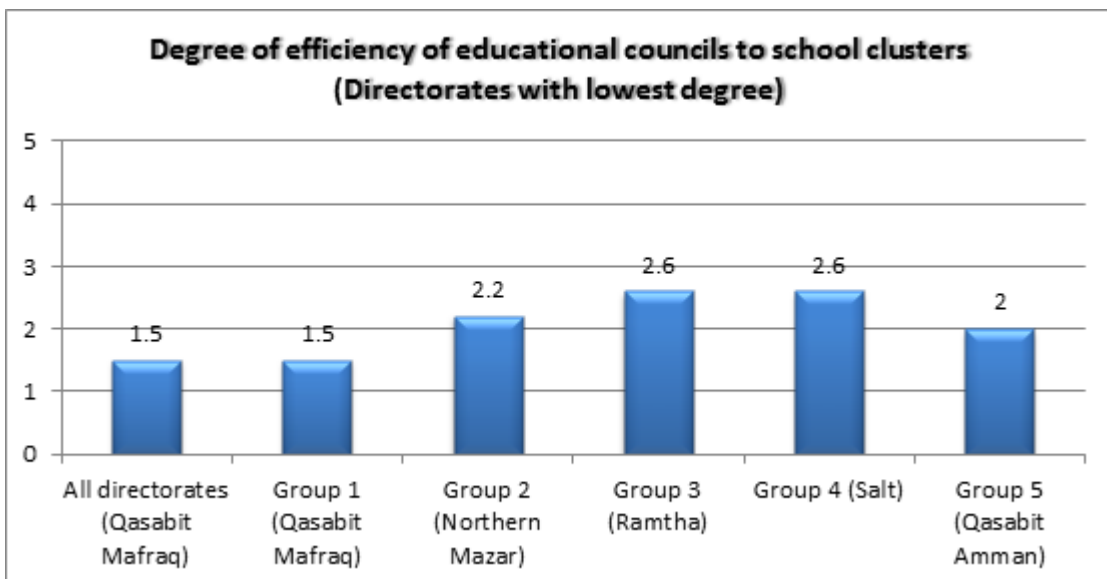
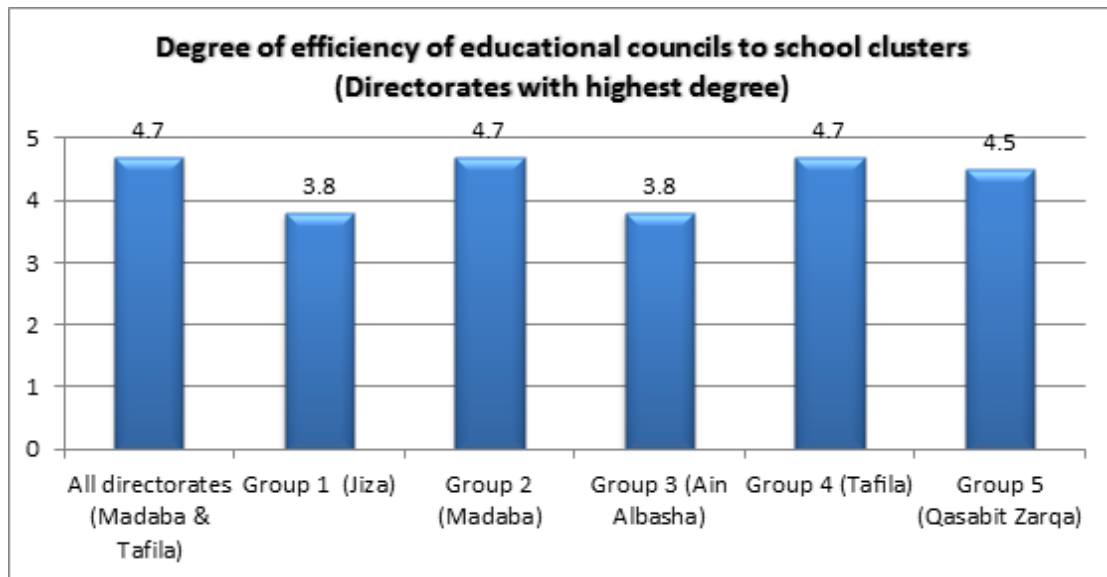


Table (9): Degree of efficiency of educational councils to school clusters, by directorates' groups, overall degree, directorates recording the highest/the lowest degrees and highest/lowest standard

Source of data		Educational councils efficiency to school clusters							
Indicator's efficiency degree 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	3.3	Madaba Tafila	4.7	Qasabit Mafraq	1.5	Council formation	4.4	Taking decision	2.4
Group 1	2.6	Jiza	3.8	Qasabit Mafraq	1.5	Council formation	4.0	Taking decision	1.9
Group 2	3.9	Madaba	4.7	Northern Mazar	2.2	Council formation Hold meetings Taking decision	4.0	Realizing roles and responsibilities Carrying out decisions	3.7
Group 3	3.2	AinAlbasha	3.8	Ramtha	2.6	Council formation	4.2	Carrying out decisions	2.0
Group 4	3.8	Tafila	4.7	Salt	2.6	Council formation	4.6	Carrying out decisions	3.1
Group 5	3.1	Qasabit Zarqa	4.5	Qasabit Amman	2.0	Council formation	4.7	Carrying out decisions	2.1





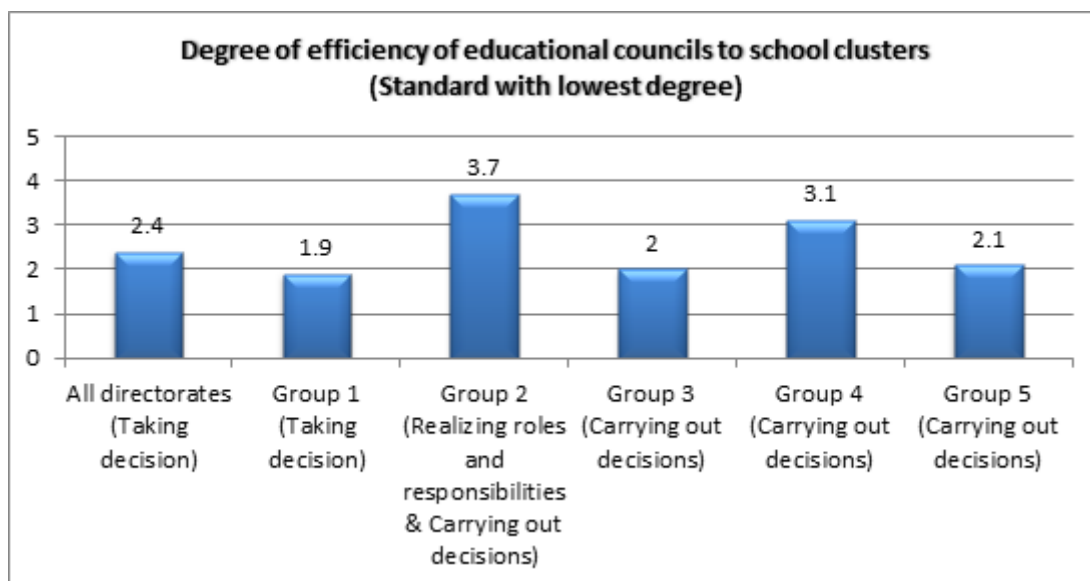
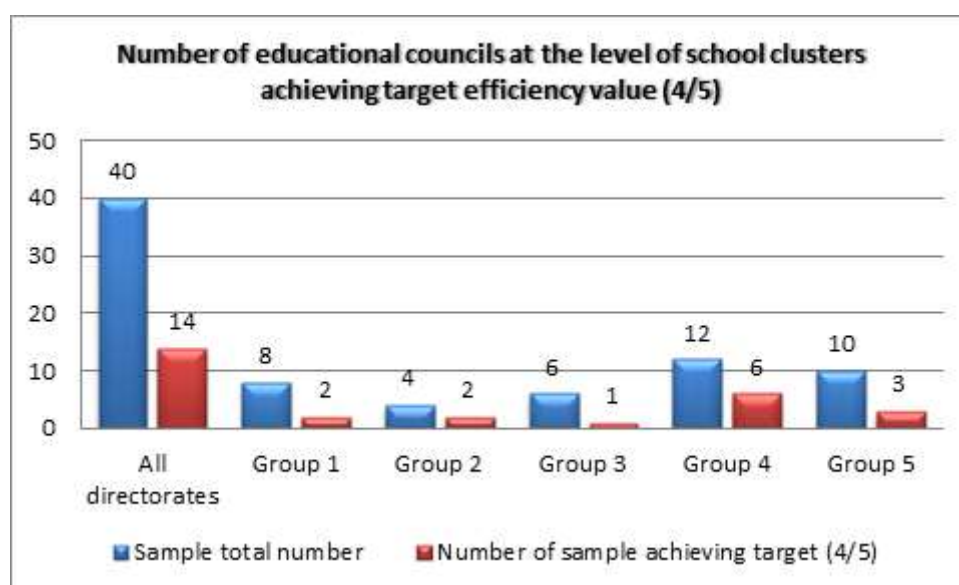


Table (10): Percentage of educational councils at the level of school clusters achieving target efficiency value (4/5)

Source of data	Educational councils		
	Sample total number	Number of sample achieving target (5/4)	Percentage
All directorates	40	14	%35
Group 1	8	2	%25
Group 2	4	2	%50
Group 3	6	1	%17
Group 4	12	6	%50
Group 5	10	3	%30



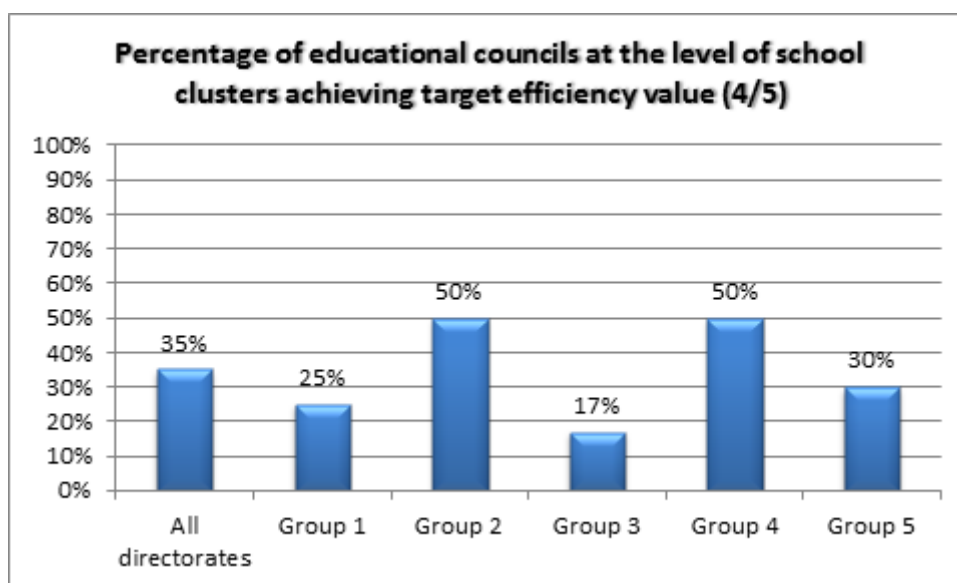


Table (9) shows that the efficiency degree is 3.3/5.0 which is lower than the target value (4.0/5.0). The standard "formation of the council" got the highest degree while the standard "carrying out decisions" got the lowest degree. The percentage of educational councils at the level of school clusters that achieved the target efficiency value is 35% as shown in Table (10).

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

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

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

The education directorates should restructure the educational councils of the inactive school clusters, taking into account abidance to the standards of members' willingness and competency. It was also recommended not to appoint members on the basis of their career positions or social ranks and achieve balance in terms of gender mainstreaming.

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

Through its counseling role, the development council provides support related to identifying the mutual needs for both directorates and schools along with support for

implementing the directorate development plan. The council also enhances the mutual understanding for societal partnerships, educational development and exchanging expertise. The council membership includes heads of educational councils for schools belonging to the directorate (members of local community), education director, educational development team, an elected female and male student through student parliament councils and a societal partnership coordinator within the directorate.

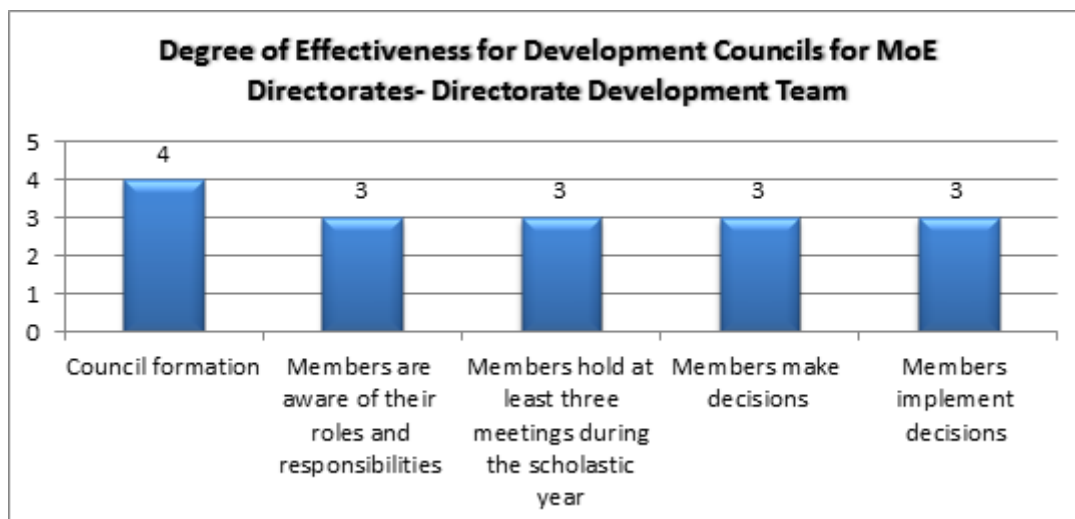
A meeting with educational development councils and their members was held whereby a verbal rating scale was applied for this particular indicator and results are below mentioned in table No.11. To recognize the degree of effectiveness for educational development councils for MoE directorates, a meeting was held with directorate team members and educational development council members, each separately, and a verbal rating scale was applied for this particular indicator.

Table 11 shows the level of effectiveness for educational councils according to directorate development team. Table 12, on the other hand, clarifies the level of effectiveness for educational councils covering school clusters, according to educational council's members themselves. Results in details are shown in table 13. As for table 14, it presents the percentages of educational councils in which their level of effectiveness has met the target value.

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

Indicator 1.4 : The degree of effectiveness for development councils formed in MoE directorates					
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	Roles and responsibilities are clear to all council members	Roles and responsibilities are clear to all council members and there is evidence for	Roles and responsibilities are clear to all council members and there is evidence for members practicing their roles and performing more than required.

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



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

Indicator 1.4 : Effectiveness level of Development Councils formed in MoE Directorates					
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 council 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	No evidence	No decision was made	Decisions were made	Decisions were made	Decisions were made regarding all issues

decisions	was shown on making decision	regarding many issues discussed during meetings.	regarding issues (more than half of them) discussed during meetings.	related majority of issues discussed during meetings.	to of 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.

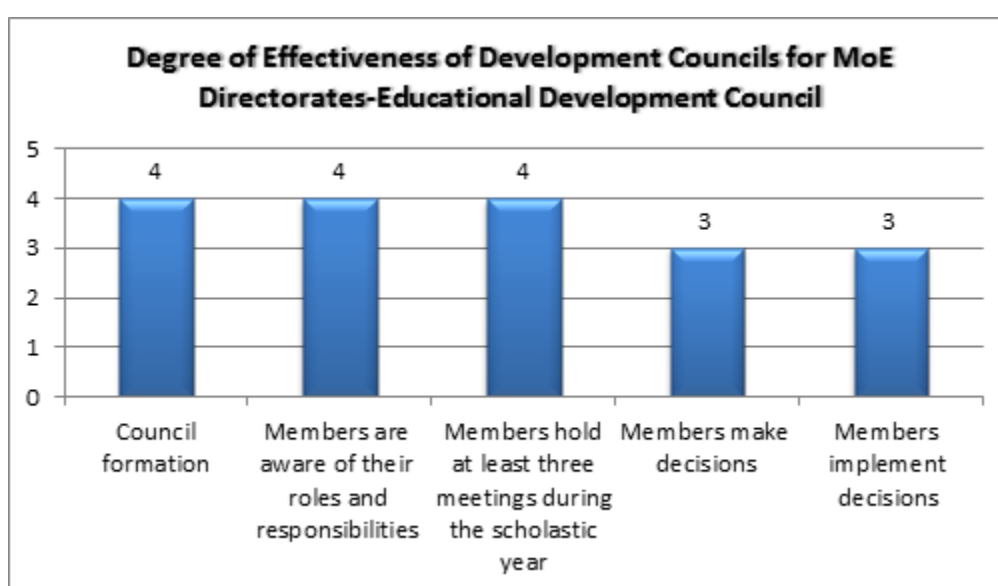
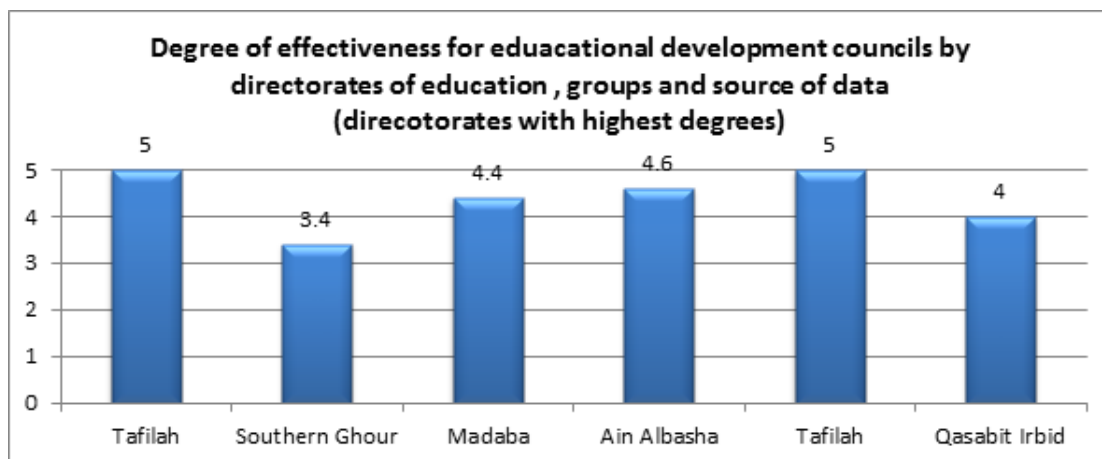
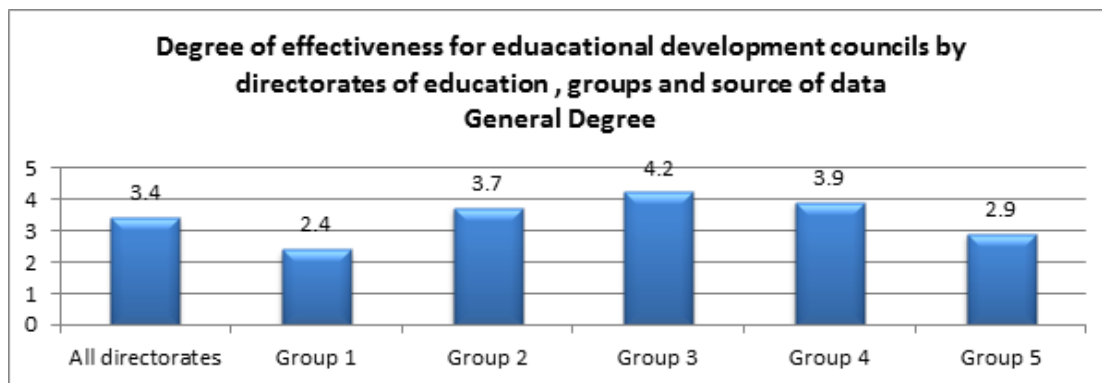
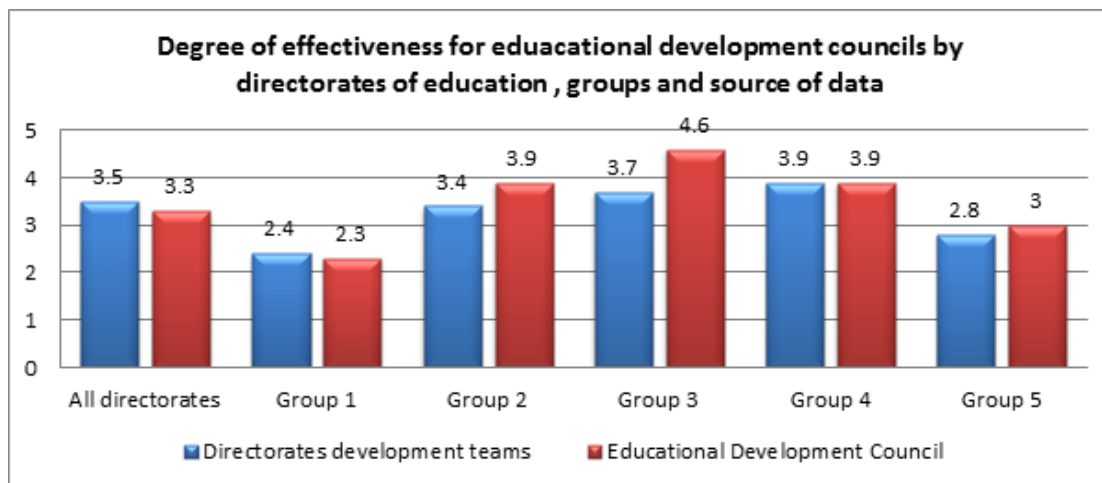


Table 13: Degree of effectiveness for development councils–MoE directorates by directorate group and data resource, general degree and directorates showing highest and lowest degree

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	3.5	3.3	3.4	Tafilah	5.0	Mafraq	1.2
Group 1	2.4	2.3	2.4	Southern Ghour	3.4	Mafraq	1.2
Group 2	3.4	3.9	3.7	Madaba	4.4	Northern Mazar	2.9
Group 3	3.7	4.6	4.2	AinAlbasha	4.6	Ramtha	3.9

Group 4	3.9	3.9	3.9	Tafilah	5.0	Petra	3.0
Group 5	2.8	3.0	2.9	Qasabit Irbid	4.0	Qasabit Amman	1.9



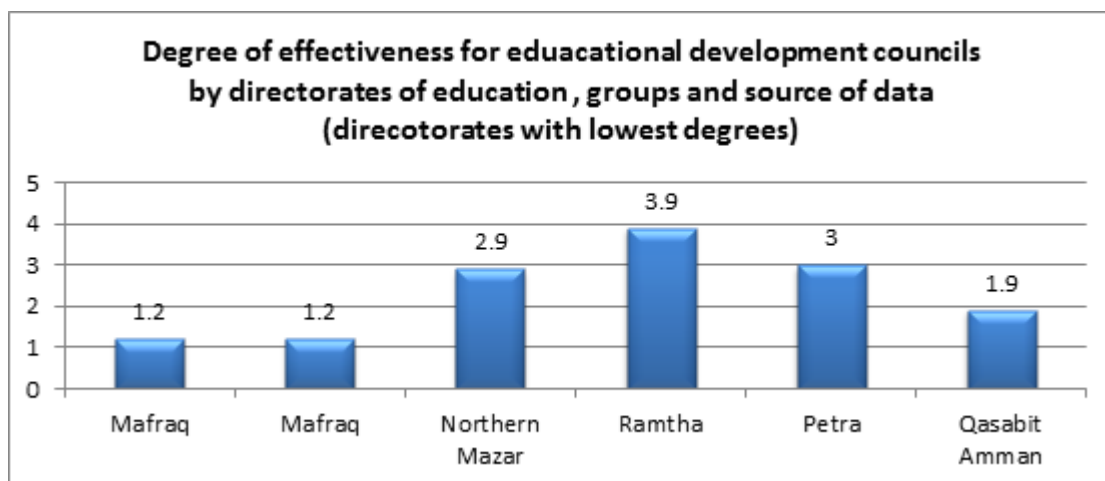
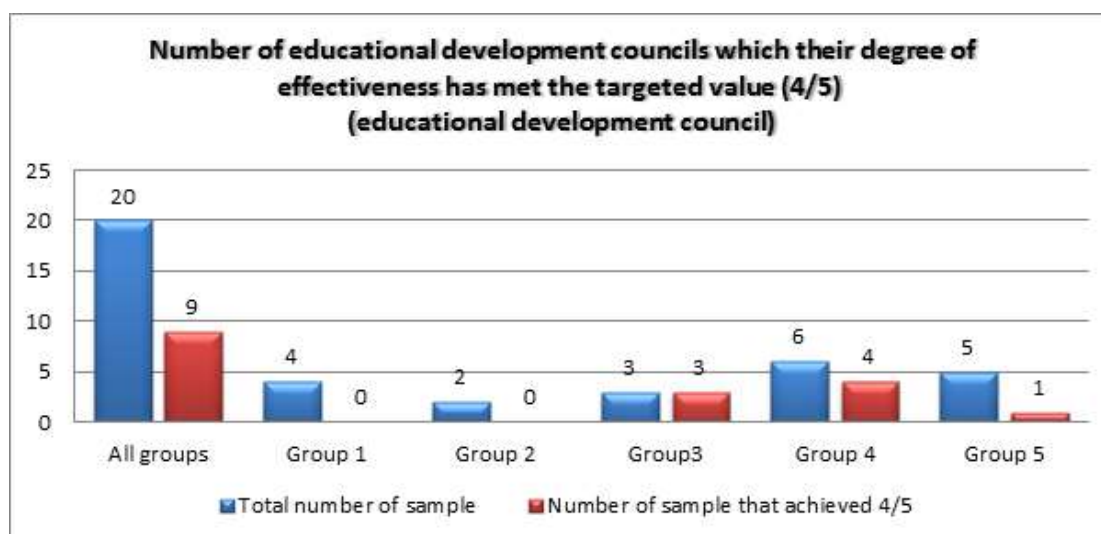


Table (14) Percentages of educational development councils which their degree of effectiveness has met the targeted value (5.0/4.0)

Data Resource	Educational development council			Directorate development team		
	Total number of sample	Number of sample that achieved 4/5	Total number of sample	Number of sample that achieved 4/5	Total number of sample	Number of sample that achieved 4/5
All groups	20	9	%45	20	4	%20
Group 1	4	0	%0	4	0	%0
Group 2	2	0	%0	2	1	%50
Group3	3	3	%100	3	1	%33
Group 4	6	4	%67	6	2	%33
Group 5	5	1	%20	5	0	%0



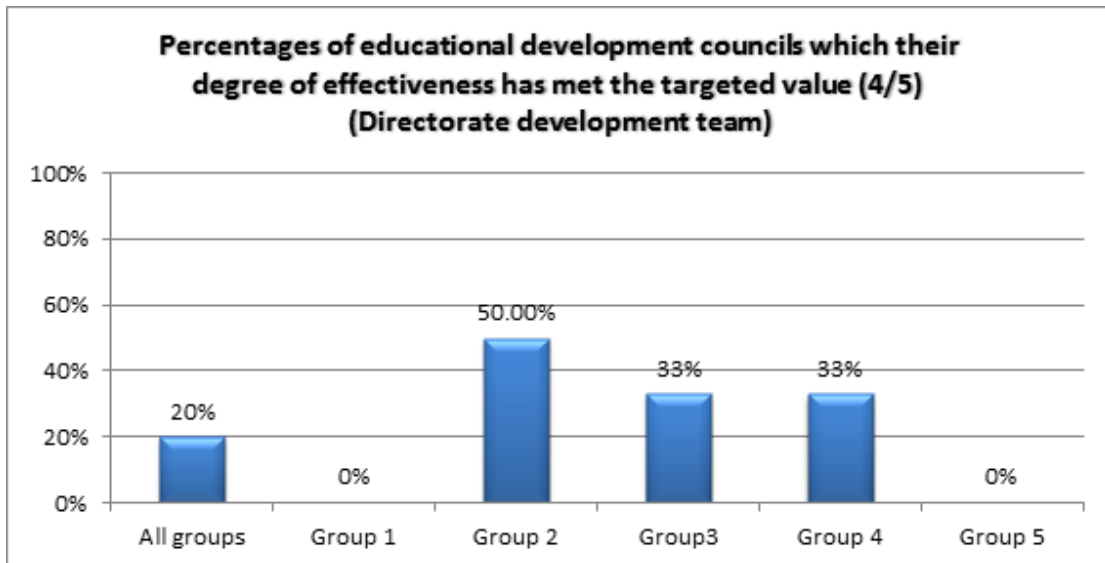
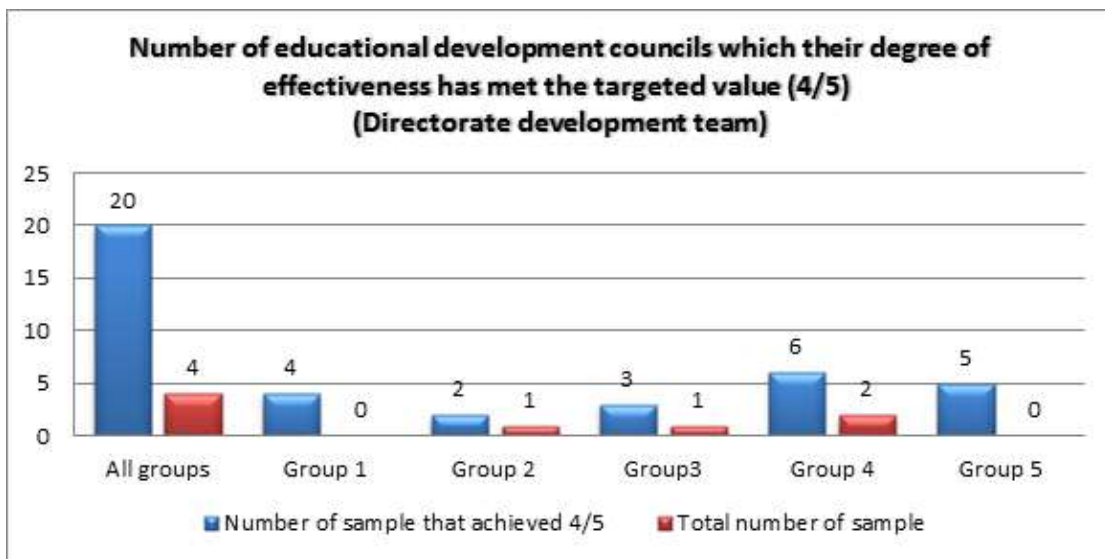
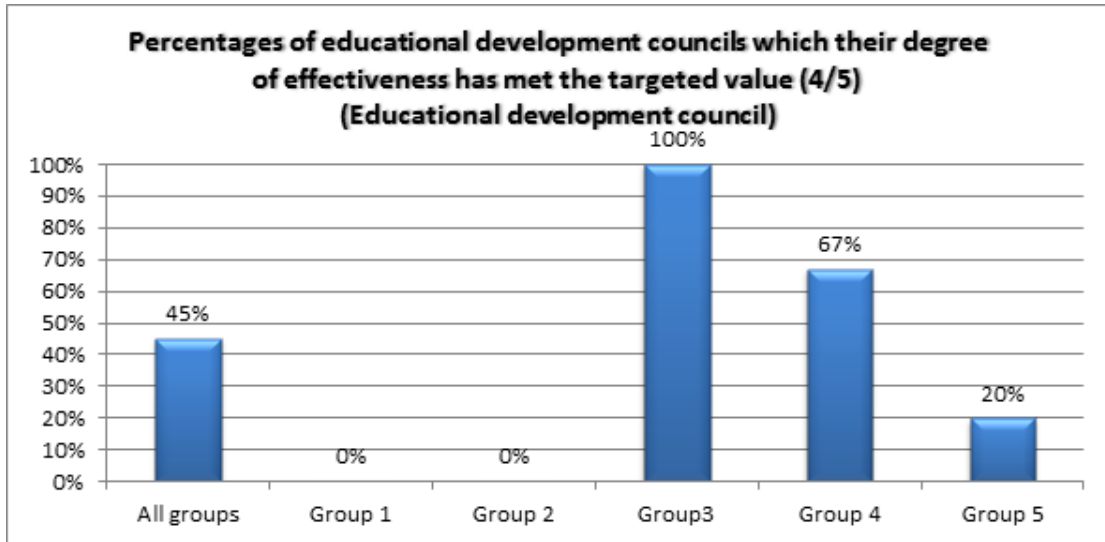


Table 13 shows that according to educational development councils, the rate of effectiveness degree for these councils amounted (3.4) which is lower than the targeted

value ,on the other hand, the rate of effectiveness degree stood for (3.5) by directorate development team which is almost the same degree that councils have scored (3.3). The percentage of the educational development councils in which their degree of effectiveness has met the targeted value was 45%, 20% according to development teams in the directorates as shown in table 14.

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

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

Principals and teachers referred to the indicator “Degree of satisfaction of principals and teachers on the quality of provided by education directorates in view to achieve school development plans” and opinions were obtained through two major ways upon which data could be collected afterwards. The first comprised focus groups for school development teams and the second includes a questionnaire distributed to the same teams. As shown in table 15, the general level of satisfaction was weak. Table 16; however, show the results in details for the level of satisfaction of focus groups and table 17 includes the analysis of questionnaires.

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

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

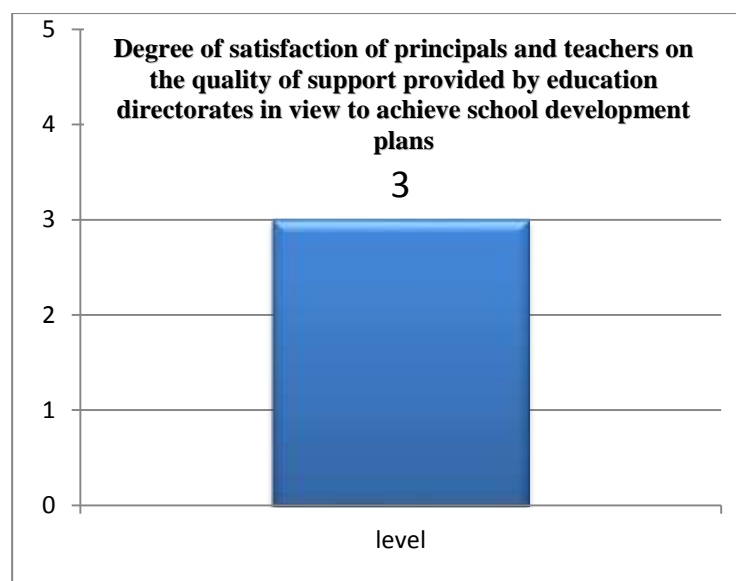
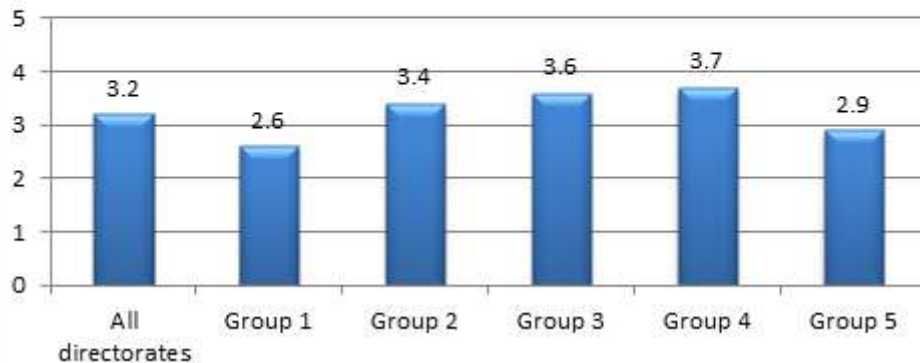


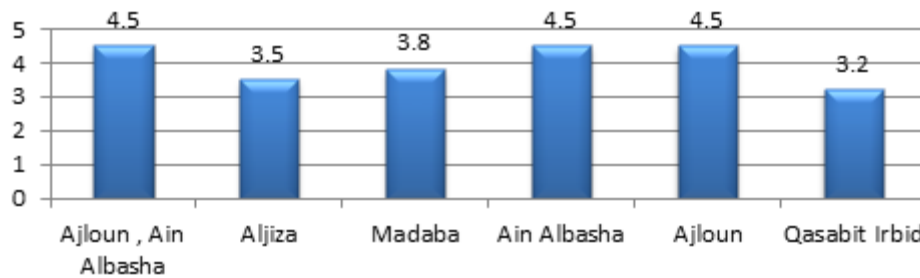
Table 16: Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Focus groups)

Data resource	School development team						
Indicator effectiveness degree/5.00	General degree	Directorates showing high degree of satisfaction		Directorates showing low degree of satisfaction		Gender	
		Directorate	Degree	Directorate	Degree	Males	Females
All directorates	3.2	Ajloun , AinAlbasha	4.5	Qasabit Mafraq	1.8	3.2	3.3
Group 1	2.6	Aljiza	3.5	Qasabit Almafraq	1.8	2.9	2.4
Group 2	3.4	Madaba	3.8	Northern Mazar	3.0	3.8	3.1
Group 3	3.6	AinAlbasha	4.5	Ramtha	3.0	3.7	3.5
Group 4	3.7	Ajloun	4.5	Tafilah	2.7	3.5	3.8
Group 5	2.9	Qasabit Irbid	3.2	Shobak	2.7	2.6	3.2

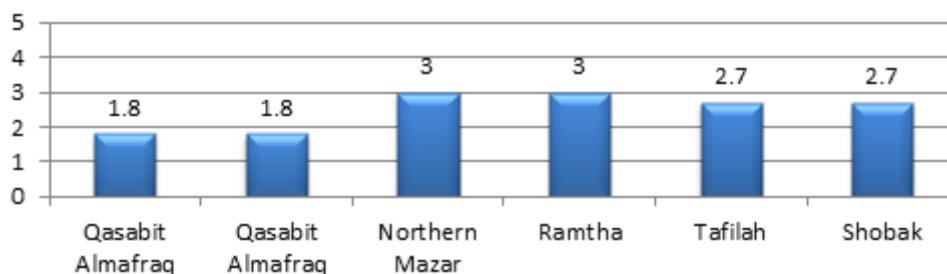
Degree of satisfaction of school principals and teachers about the quality of support from directorate groups to achieve the goals of the school development plans (Focus groups) – General degree

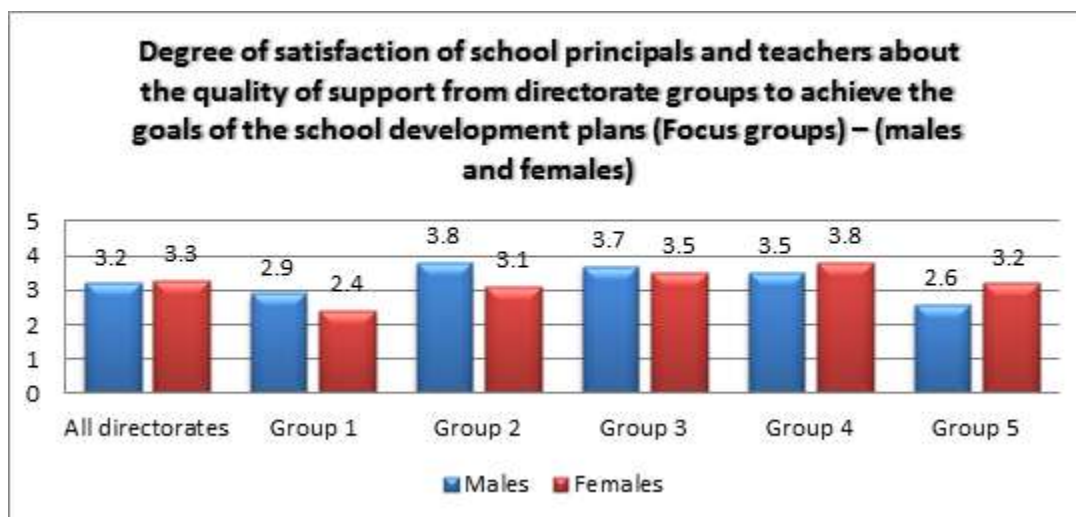


Degree of satisfaction of school principals and teachers about the quality of support from directorate groups to achieve the goals of the school development plans (Focus groups) – (Directorates with highest degrees of satisfaction)



Degree of satisfaction of school principals and teachers about the quality of support from directorate groups to achieve the goals of the school development plans (Focus groups) – (Directorates with lowest degrees of satisfaction)





As shown in table 16, it is noticed that the general degree of satisfaction stood for 3.2 which is lower than the targeted degree (4.0-5.0) and there is no big difference in the degree of satisfaction between males and females.

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

However, school principals in some directorates expressed their hope for receiving better and stronger support from education 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.

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

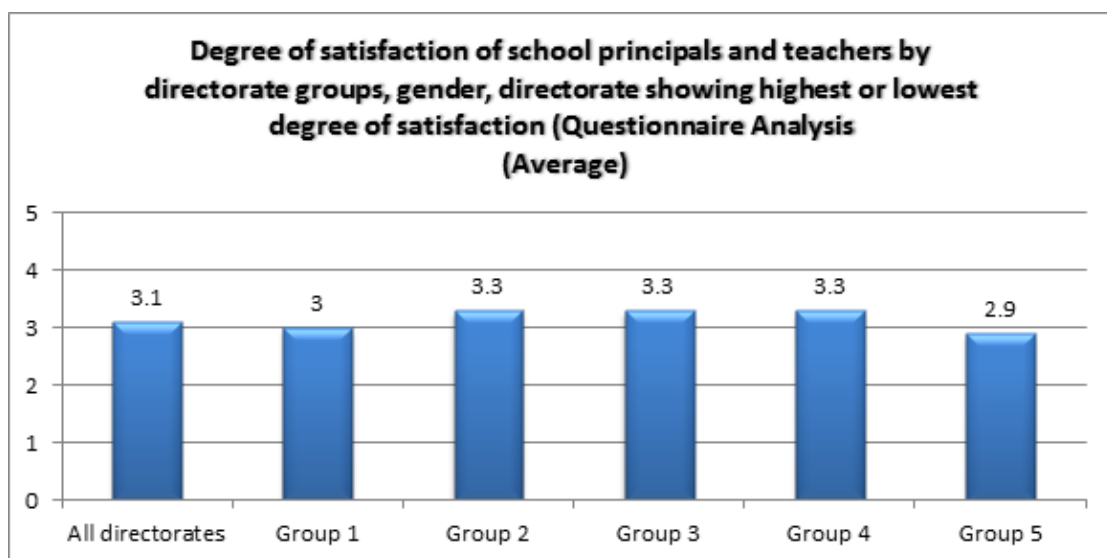
- Empowering school development teams with regard to their informing about directorate development plans particularly those concerned with the common and mutual needs for schools.
- The need to hold mutual visits for schools and directorates, having previous experience with SDDP, for the purpose of building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

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

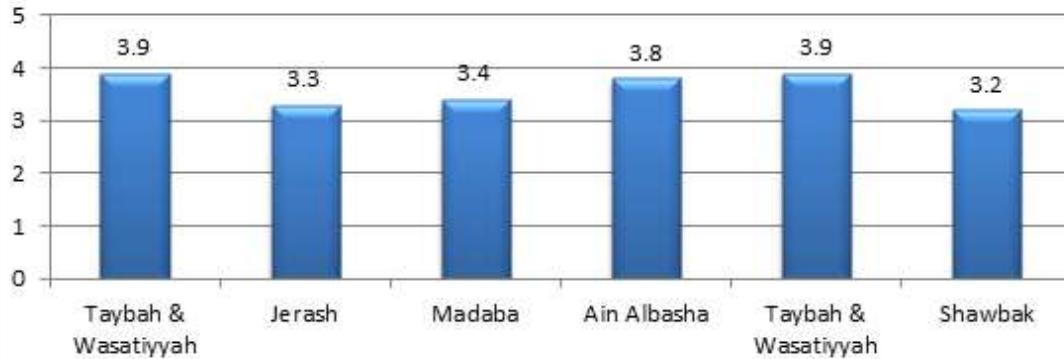
Data resource	School development team										
	General degree	Directorates showing high degree of satisfaction		Directorates showing low degree of satisfaction		Satisfaction by gender		Criterion that accounts for the highest degree of satisfaction		Criterion that accounts for the lowest degree of satisfaction	
		Directorate	Degree	Directorate	Degree	Males	Females	Standards	Degree	Standards	Degree
Indicator effectiveness degree/5.00											
All directorates	3.1	Taybah & Wasatiyah	3.9	Tafilah	2.3	3.0	3.2	Paragraph 13 “ directorate supervises the process of conducting national and international exams and saves their results in records”	3.7	Paragraph 10” directorate helps schools build up individual development plans for students with special needs(with gifted or slow learners)” Paragraph 11 “ directorate helps schools work effectively with students with special needs (human, financial and technical resources)	2.5
Group 1	3.0	Jerash	3.3	Mafraq	2.6	3.9	3.1	Paragraph 1” directorate informs schools on changes related to curricula and educational materials that directorate of curricula examines” Paragraph 5 “the directorate follow up the	3.4	Paragraph 10” directorate helps schools build up individual development plans for students with special needs(with gifted or slow learners)” Paragraph 11 “ directorate helps schools work effectively with students with special needs (human, financial and technical resources)	2.3

								implementati on of the new curricula by teachers Paragraph13 -“ directorate supervises the process of conducting national and international exams and saves their results in records”			
Group 2	3.3	Madaba	3.4	North Mazar	3.3	3.3	3.3	Paragraph 13” directorate supervises the process of implem t ing national and international exams and saves their results in records”	4.0	Paragraph 3” directorate provides principal and teachers(both females and males) with activities that enhance their professional development in the following aspects: -students with special needs(gifted and slow learners) - teaching strategies(the art of learning, education and health (pedagogy)”	2.5
Group 3	3.3	Ain Albasha	3.8	Ramtha	2.8	3.4	3.2	Paragraph 13” directorate supervises the process of implem t ing national and international exams and saves their results in records”	3.8	Paragraph 11” directorate helps schools work effectively with students with special needs (human, financial and technical resources	2.7
Group 4	3.3	Taybah & Wasatiy yah	3.9	Tafilah	2.3	3.2	3.4	Paragraph 13” directorate supervises the process of implem t ing	3.8	Paragraph 10” directorate helps schools build up individual development plans for students with special needs(with	2.6

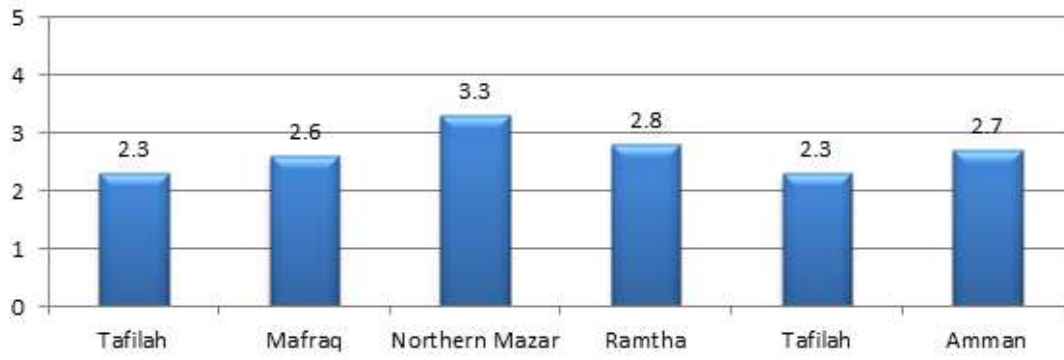
								g national and international exams and saves their results in records” Paragraph 14. “supervisors provide with training and support for the involved schools in the SDP”		gifted or slow learners)”	
Group 5	2.9	Shawbak	3.2	Amman	2.7	2.6	3.1	Paragraph 13” directorate supervises the process of implementin g national and international exams and saves their results in records”	3.5	Paragraph 10” directorate helps schools build up individual development plans for students with special needs(with gifted or slow learners)” Paragraph 11” directorate helps schools work effectively with students with special needs (human, financial and technical resources	2.4



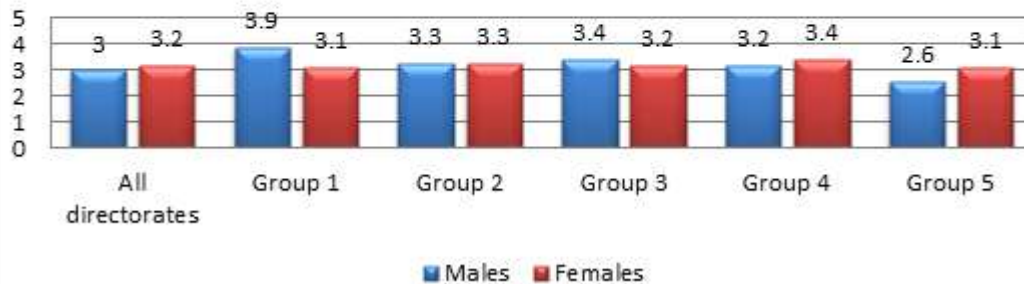
Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Questionnaire Analysis – (Directorates with highest degree)

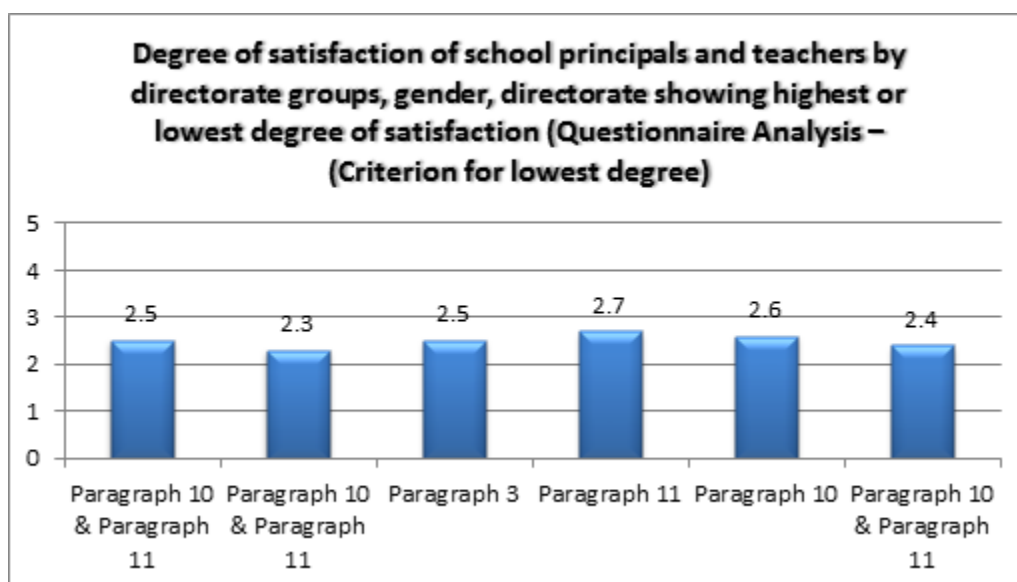
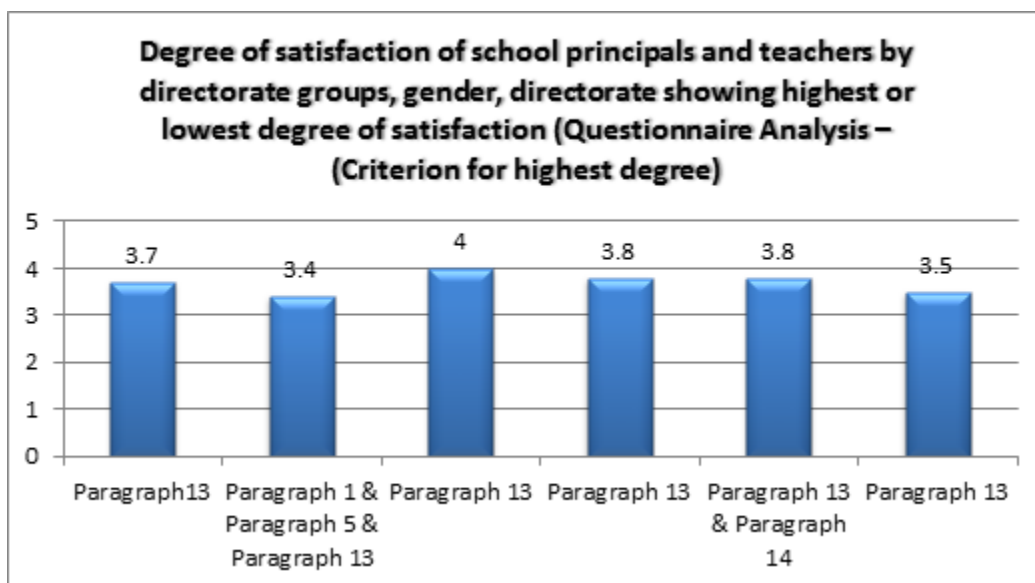


Degree of satisfaction of school principals and teachers by directorate groups, gender, directorate showing highest or lowest degree of satisfaction (Questionnaire Analysis – (Directorates with lowest degree)



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)





Once studying table 17, it is noticed that the general degree of satisfaction using questionnaires accounted for 3.1 which is close to the one revealed by focus groups amounting 3.2 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.

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

Two methods were adopted to investigate the degree of satisfaction of directorate development teams and educational supervisors in every educational directorate on the quality of support for the purpose of implementing development plans for directorates. The

first one was collecting data from focus groups and the other one was through questionnaires.

Tables 18, 19 show the degree of satisfaction while table 20 presents' details of satisfaction of focus groups and table 21 include questionnaire analysis.

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

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

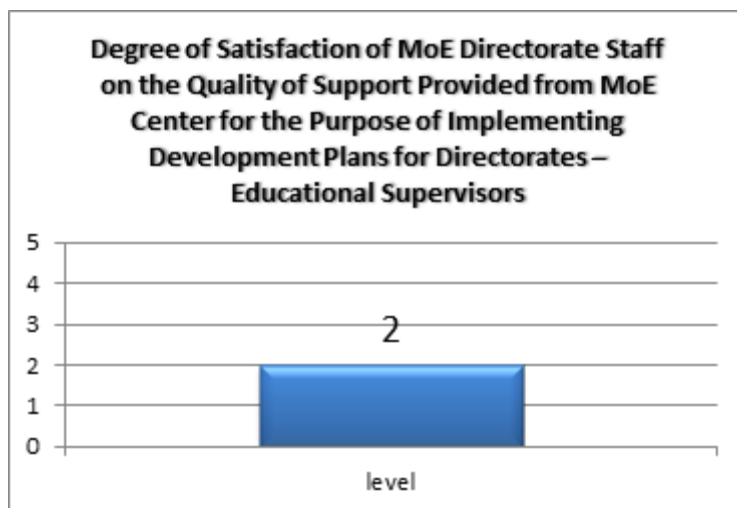


Table 19: Degree of Satisfaction of MoE Directorate Staff on the Quality of Support Provided from MoE Center for the Purpose of Implementing Development Plans for Directorates – Educational Development Teams

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

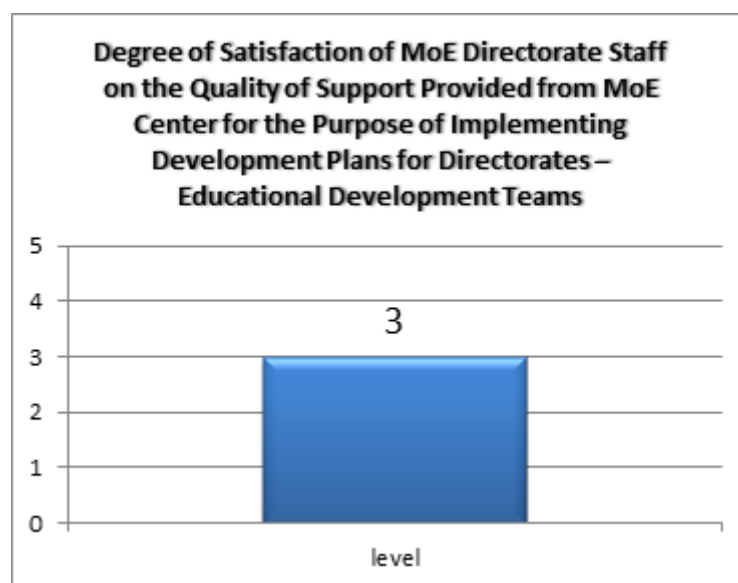
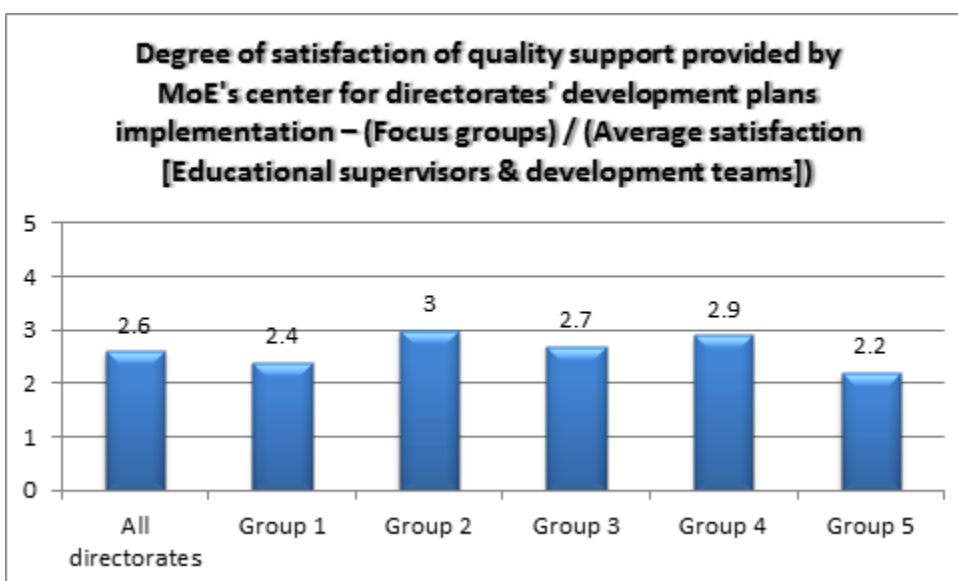
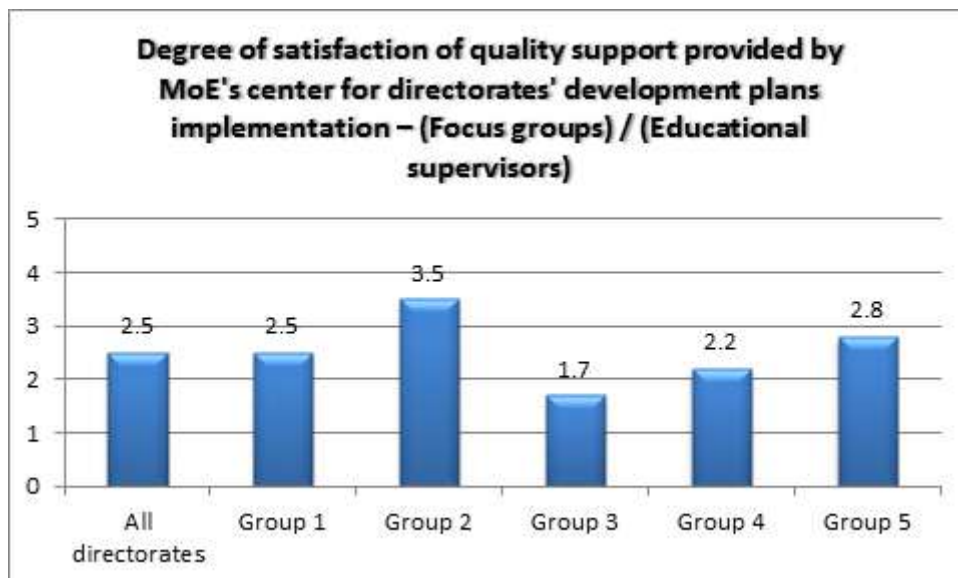
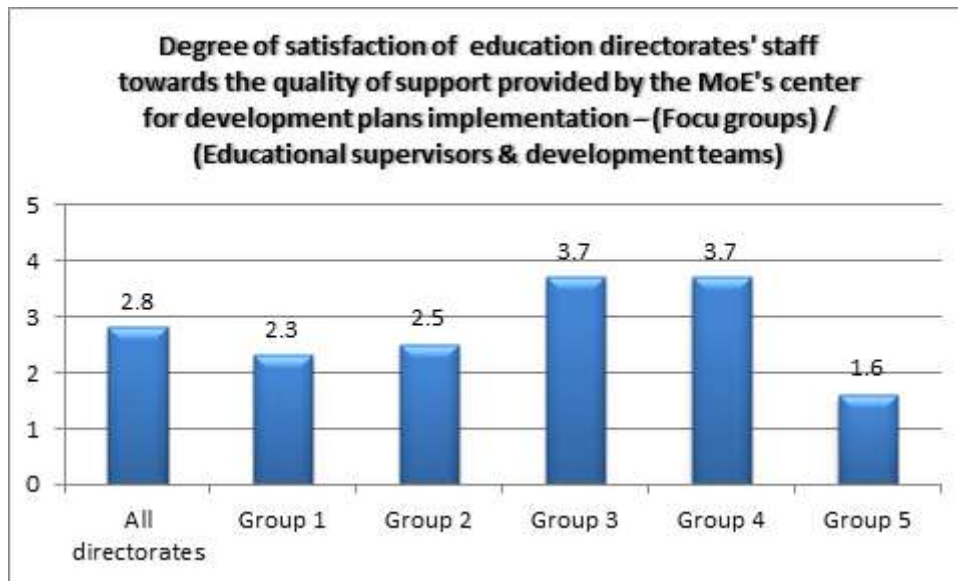


Table 20: Degree of satisfaction of support provided by MoE's center to staff by directorate groups, data resource and directorate showing high or low degree of satisfaction – (Focus groups)

Data resource	Directorate development team	Educational supervisors	General satisfaction (development team+ supervisors)				
			Degree	Degree	Degree	Directorates showing highest degree of satisfaction	Directorates showing lowest degree of satisfaction
Degree of satisfaction indicator / 5.00	Degree	Degree	Degree	Directorate	Degree	Directorate	Degree
All directorates	2.8	2.5	2.6	Aljiza, Madaba, Ajloun Salt	3.5	Jerash Qasabit Mafarq	1.5
Group 1	2.3	2.5	2.4	Aljiza	3.5	Jerash Qasabit Mafarq	1.5
Group 2	2.5	3.5	3.0	Madaba	3.5	Northern Mazar	2.5
Group 3	3.7	1.7	2.7	Ramtha	3.0	AinAlbasha Alqasir	2.5
Group 4	3.7	2.2	2.9	Ajloun , Qasabit Salt	3.5	Petra	2.0
Group 5	1.6	2.8	2.2	Qasabit Zarqa Qasabit Ma'an	2.5	Qasabit Amman Qasabit Irbid Shawbak	2.0



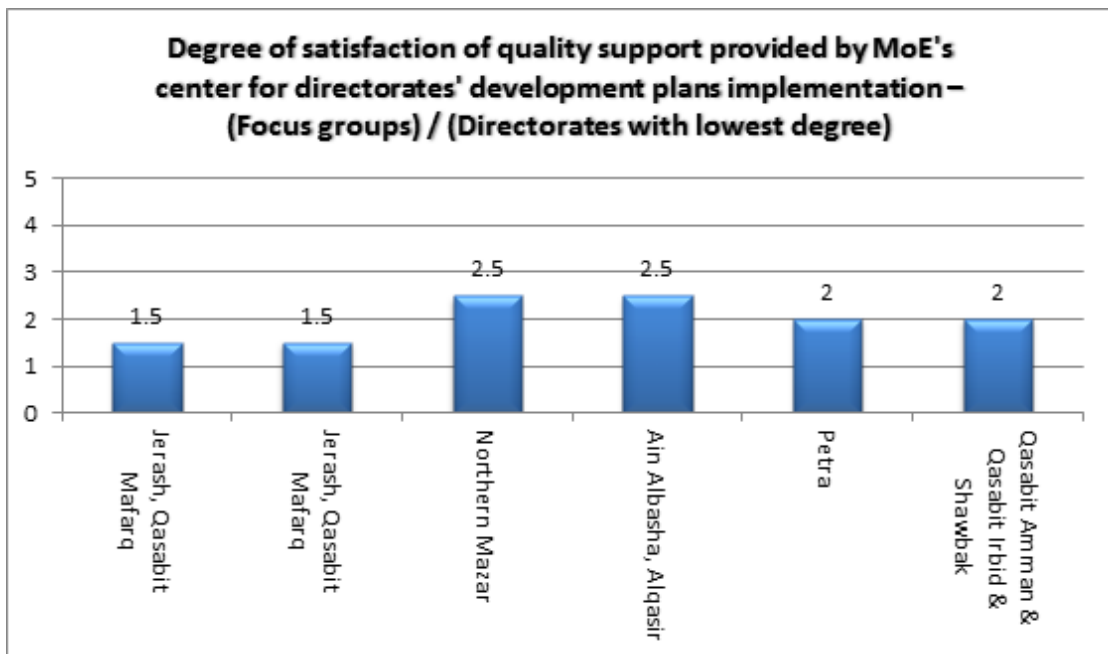
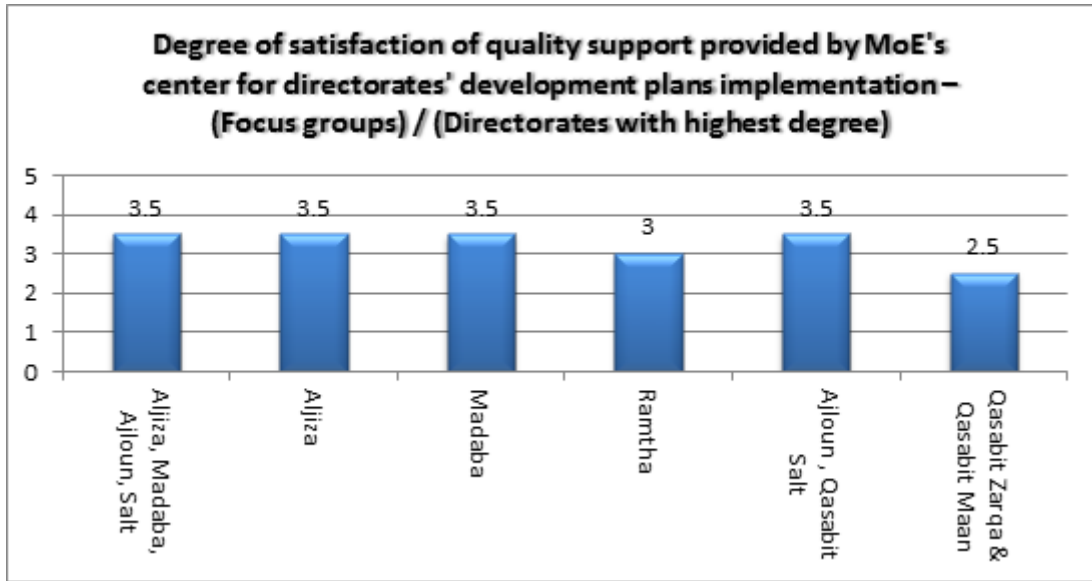
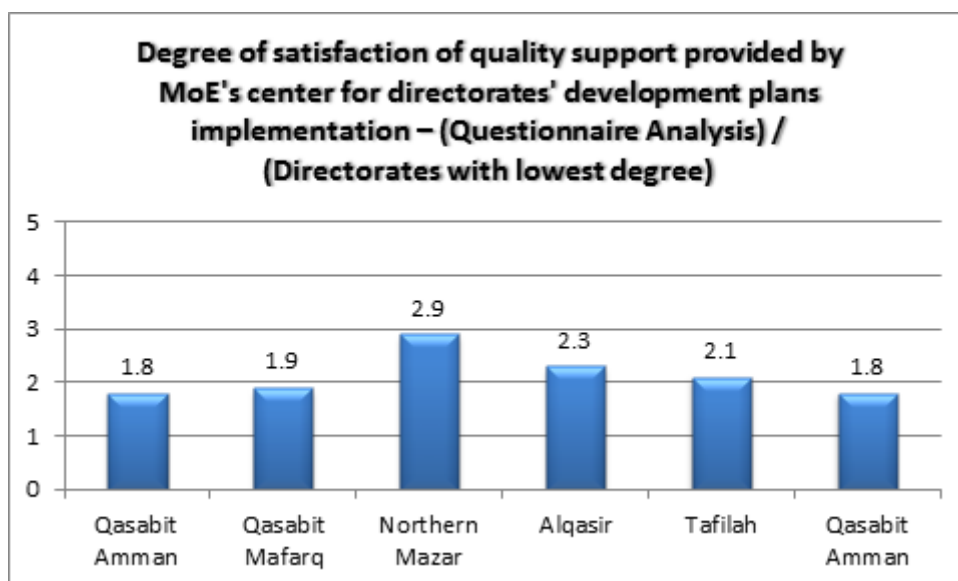
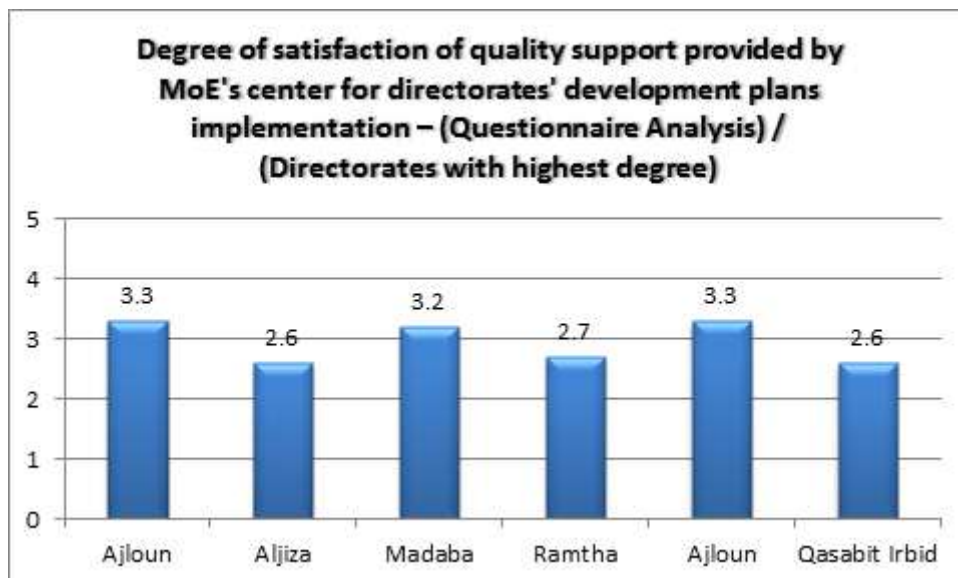
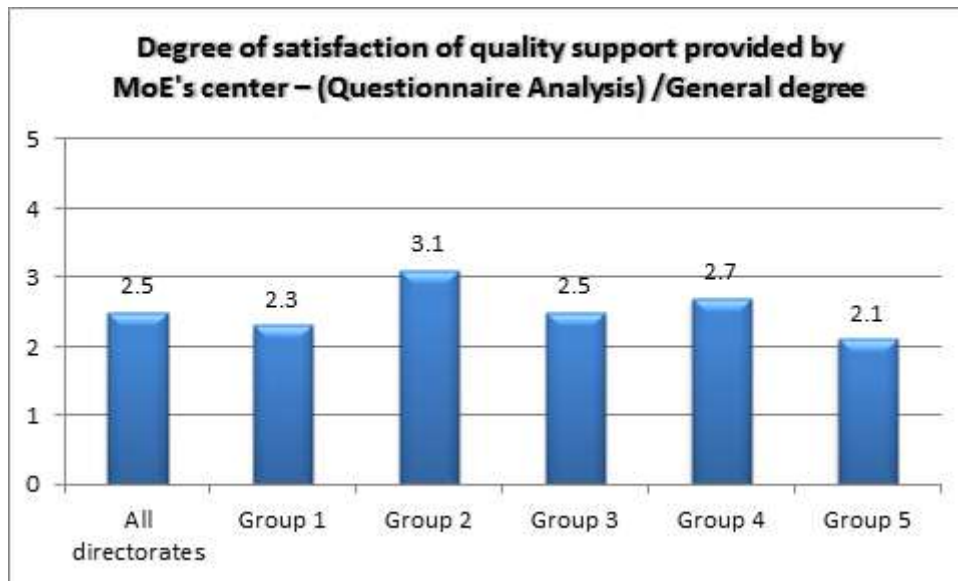
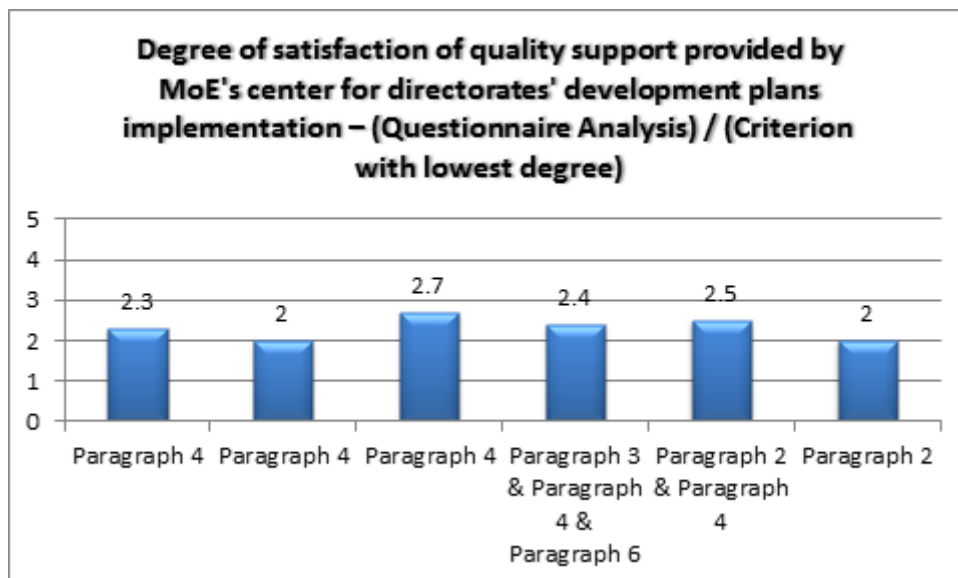
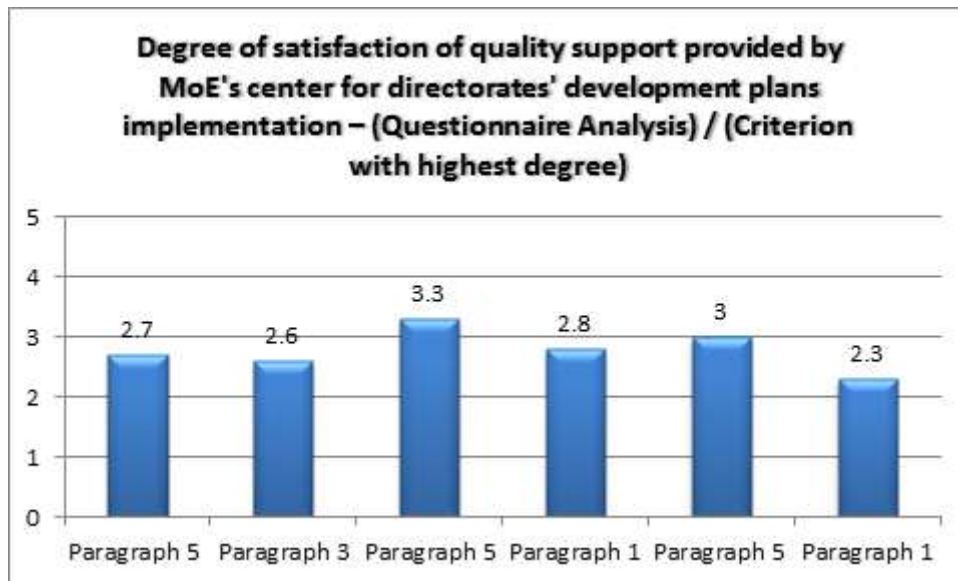


Table (21): Degree of satisfaction of directorate staff by directorate groups, and directorate showing high or low degree of satisfaction (Questionnaire Analysis)

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	2.5	Ajloun	3.3	Qasabit Amman	1.8	Paragraph 5 “MoE follows up financial analysis done by directorates which clarifies expenditures on schools “	2.7	Paragraph 4” support provided from MoE center related to efforts exerted to activate educational development councils”	2.3
Group 1	2.3	Aljiza	2.6	Qasabit Mafarq	1.9	Paragraph 3” feedback received from MoE on reports submitted from your directorate”	2.6	Paragraph 4” support provided from MoE center related to efforts exerted to activate educational development councils”	2.0
Group 2	3.1	Madaba	3.2	Northern Mazar	2.9	Paragraph 5 “MoE follows up financial analysis done by directorates which clarifies expenditures on schools “	3.3	Paragraph 4” support provided from MoE center related to efforts exerted to activate educational development councils”	2.7
Group 3	2.5	Ramtha	2.7	Alqasir	2.3	Paragraph 1” support provided from MoE to ensure the best use for database related to common needs of schools “	2.8	Paragraph 3” feedback received from MoE on reports submitted from your directorate” Paragraph 4” support provided from MoE center related to efforts exerted to activate	2.4

								educational development councils” Paragraph 6”the effect of data and information produced from SDDP, submitted from directorate to MoE, on introducing or developing new policies and directions”	
Group 4	2.7	Ajloun	3.3	Tafilah	2.1	Paragraph 5 “MoE follows up financial analysis done by directorates which clarifies expenditures on schools “	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”	2.5
Group 5	2.1	Qasabit Irbid	2.6	Qasabit Amman	1.8	Paragraph 1” support provided from MoE to ensure the best use for database related to common needs of schools “	2.3	Paragraph 2 “educational supervisors in MoE provide support to implement the plan of educational development in view to meet the needs of directorates and schools.”	2.0





Referring to table (20), the degree of general satisfaction amounted (2.7) and as for directorate development team it stood for (2.9), while it reached (2.5). Generally speaking, it scored below the target degree (4.0/5.0).

As shown in table 21, the degree of general satisfaction (for directorate development team and educational supervisors), using the questionnaire method, reached (2.5) scoring less than target degree (4.0-5.0). Here it is noticed that the directorate groups are not similar in determining the degree of satisfaction to range from (3.3) to (1.8).

One aspect had been shown to be the least satisfying standards represented by the “support provided from MoE to related efforts exerted to activate educational development council” and by “the assistant and counseling that should be provided to directorate staff by MoE center “and this is due to the limited number of visits paid by supervisors and the lack of feedback reports that directorates submit to MoE. In addition to that, 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.

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

1.7 Degree of implementing communication strategy related to SDDP.

The 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.
- An awareness session was 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.
- Enhancing others about SDDP through media and writing about success stories.
- Creating Face book groups to enhance communications among heads of media divisions regarding this strategy.

Aspects that strengthened the strategy implementation:

- 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 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.

Aspects that hindered the strategy implementation:

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

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

Satisfaction has not been measured yet

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

Indicators

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

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

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

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

MoE has designed the appropriate approach aiming at achieving solid and sound planning that is mainly based on the true existing and prevailing needs for both

directorates and schools. This approach has been examined through the first stage of ERfKE which resulted later in adopting SDDP model in 2009. The stage of development in every school commenced through a self-assessment process utilizing a national Jordanian self- assessment tool. The self-assessment covers all workers in schools such as participants, students, parents and local community members. Depending on the results and outcomes of such evaluation, every school starts to work on designing its own development plans, priorities and next steps that should be followed and achieved. MoE decided to use this tool in all directorates and schools throughout the kingdom to be replaced with all other previous methods, noting that up to date the new tool was implemented in 23 directorates and more than 2078 schools. In 2014, the assessment tool has been reviewed and developed to be more effective. And this developed tool will be used during the sixth phase in the directorates in the next expansion phase.

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

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

In line with this context, the framework of monitoring and evaluation of SDDP has emerged. SDDP is the main mechanism that MoE utilizes in achieving component one (1) of ERfKE. The framework has been designed by MoE represented by monitoring and evaluation department (Managing Directorate of Planning and Educational Research) in cooperation with the Managing Directorate of Training Center. Based on this framework, different activities related to capacity building have been achieved covering technical team, SDDP monitoring and evaluation committee, members of monitoring and evaluation in MoE and M & 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. Degree of satisfaction has not been measured yet.

2.2.2. Direct Results

1.1 Direct result: An integrated 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.

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 groups one while another was used for group two, three, four and five. This was due to the fact that last groups implement result based management plans. Results are shown in table 22 and 23 whereas detailed results are shown in table 24 and 25.

Table 22: School Development Plans by Standards Level (Directorates of group one)

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.
Procedures(activities) are related to results	Lack of relevance	there is relevance between procedures (activities) and results	Half of procedures (activities) are related to results	The majority of procedures (activities) are related to results	All procedures (activities) are related to results
Responsibilities are defined with relevance to procedures(activities) intended for implementation	Responsibilities for procedures (activities) are not defined	Responsibilities for some procedures (activities) are defined properly	Responsibilities for half of procedures (activities) are defined properly	Responsibilities for majority of procedures (activities) are defined properly	Responsibilities for all procedures (activities) are defined properly
Realistic time table	No				
approved by educational council for cluster schools					Yes

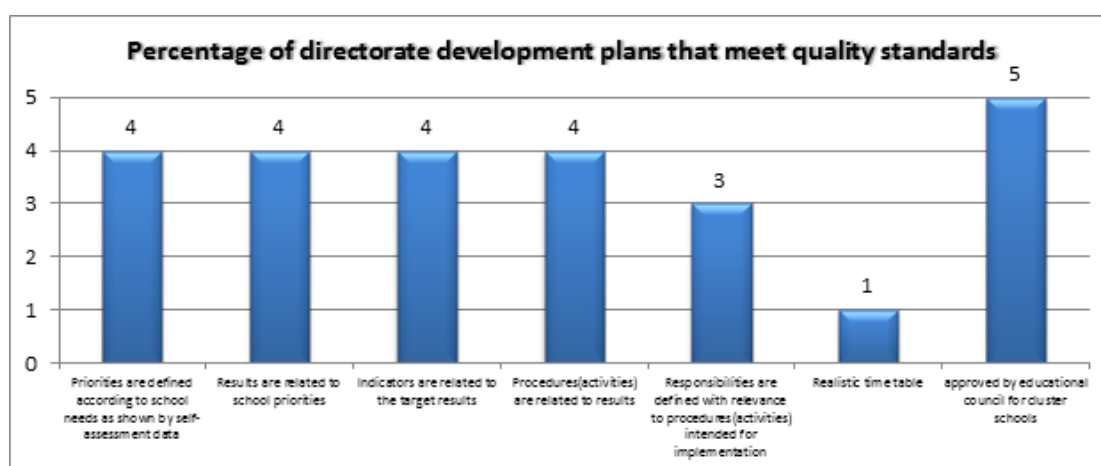


Table 23: School development plans by standards level (groups 2, 3, 4, 5)

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 needs and one priority is related to needs	There is a summary of needs and two priorities are related to needs	There is a summary of needs and three priorities or more are related to needs	There is a summary of needs and all priorities along with vision statement relate meet the needs
Results are related to school priorities	Lack of relevance	one priority is related to needs	two priorities are related to needs	Three priorities or more are related to results	Generally speaking, all priorities are related to needs
Results are well written : -statements are quite clear -statement describes best the change in ability or performance -statement includes a word that indicates change -statement does not include quality and quantity data	Statement for result does not meet any of the above mentioned standards	Statement for result meets one of the above mentioned standards	Statement for result meets two of the above mentioned standards	Statement for result meets three of the above mentioned standards	Statement for result meets all the above mentioned standards
Indicators are related to the target results	Lack of relevance	Only one result has a relevant indicator	Two results have relevant indicators	Three results have relevant indicators	All results and their indicators are relevant and there is a mix of quality and quantity indicators
Outputs are well written: - Clear statements - Statement describes achieved activities - Statement does not describe change - Statement does not include quantity	Statement of output does not meet any of the aforementioned standards	Statement of output meets one of the aforementioned standards	Statement of output meets two of the aforementioned standards	Statement of output meets three of the aforementioned standards	Statement of output meets all the aforementioned standards

and quality data					
Indicators are related to outputs	Lack of relevance	Some outputs have relevant indicators and there is a mix of quality and quantity indicators, each indicator has a basic value and target.	Half outputs have relevant indicators and there is a mix of quality and quantity indicators, each indicator has a basic value and target.	Majority of outputs have relevant indicators and there is a mix of quality and quantity indicators, each indicator has a basic value and target.	Half outputs have relevant indicators and there is a mix of quality and quantity indicators, each indicator has a basic value and target.
There is a logical connection between activities ,outputs and results	Lack of relevance	Some results have relevant activities and outputs	Half of results have relevant activities and outputs	Majority of results have relevant activities and outputs	All results have relevant activities and outputs
Responsibilities are defined with relevance to procedures(activities) intended for implementation	Responsibilities for procedures (activities) are not defined	Responsibilities for some procedures (activities) are defined properly	Responsibilities for half of procedures (activities) are defined properly	Responsibilities for majority of procedures (activities) are defined properly	Responsibilities for all procedures (activities) are defined properly
Realistic time table					yes
approved by educational council for cluster schools					yes

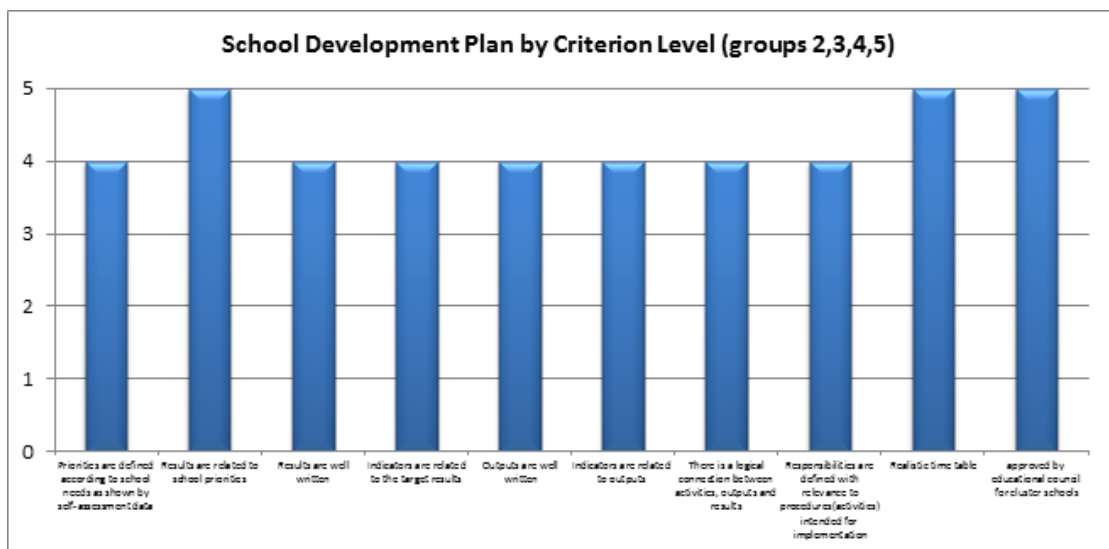
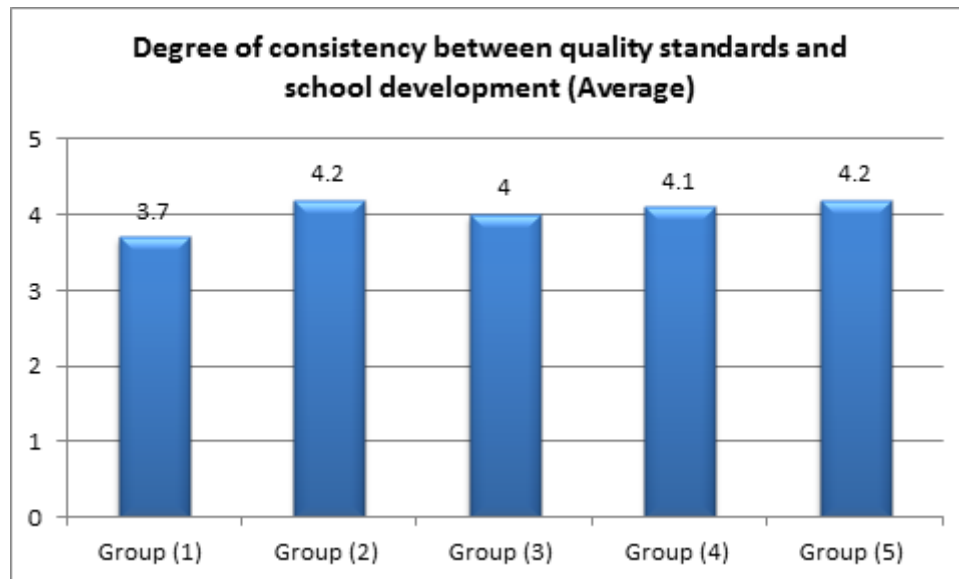
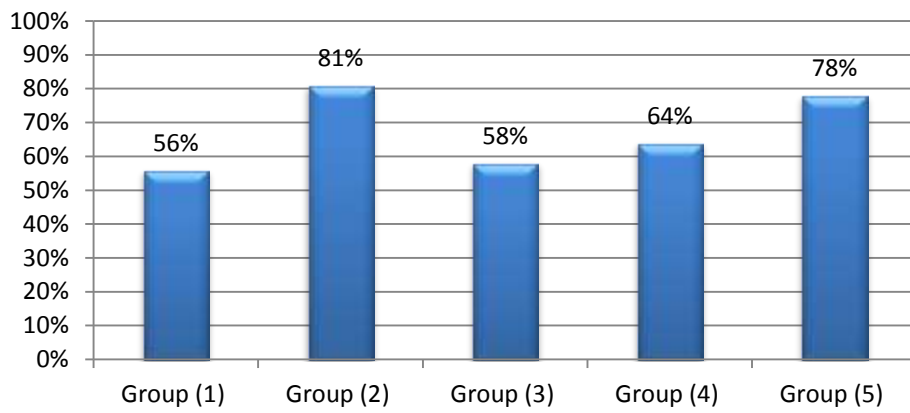


Table 24: Degree of consistency between quality standards and school development plans by group, school type (gender) and directorate that shows highest and lowest degree of consistency

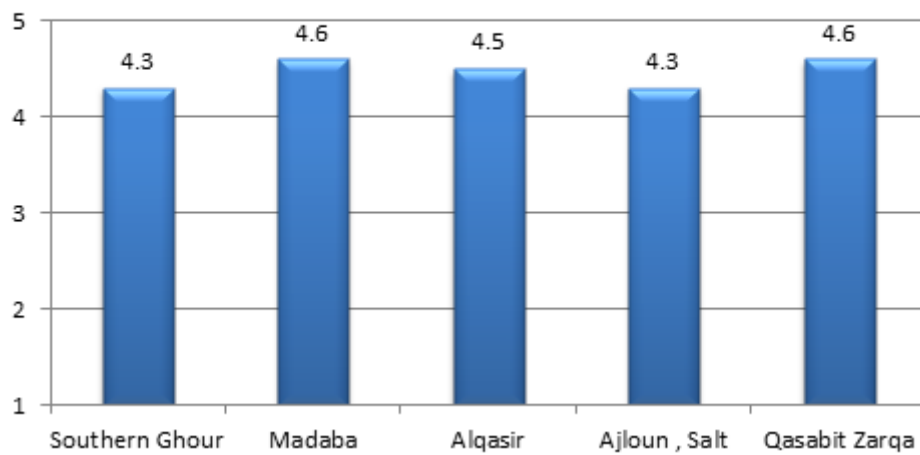
Data resource	Procedural and development school plans									
Degree of effectiveness indicator 5.00/	General degree	Percentage and number of plans that meet quality standards (5.0/4.0)			Directorates showing highest degree		Directorates showing lowest degree		Boys' schools	Girls' schools
		Total number of plans	Number of plans that meet quality standards (5.0/4.0)	Percentage of plans that meet quality standards (5.0/4.0)	Directorate	Degree	Directorate	Degree		
Group (1)	3.7	48	27	%56	Southern Ghour	4.3	Qasabit Mafraq	3.5	4.0	3.6
Group (2)	4.2	16	13	%81	Madaba	4.6	Northern Mazar	3.8	4.2	4.3
Group (3)	4.0	24	14	%58	Alqasir	4.5	Ramtha	3.7	4.0	4.1
Group (4)	4.1	56	36	%64	Ajloun , Salt	4.3	Quweismeh	3.7	4.0	4.1
Group (5)	4.2	63	36	%78	Qasabit Zarga	4.6	Qasabit Amman	4.0	4.0	4.4
General (All directorates)		207	126	%60						



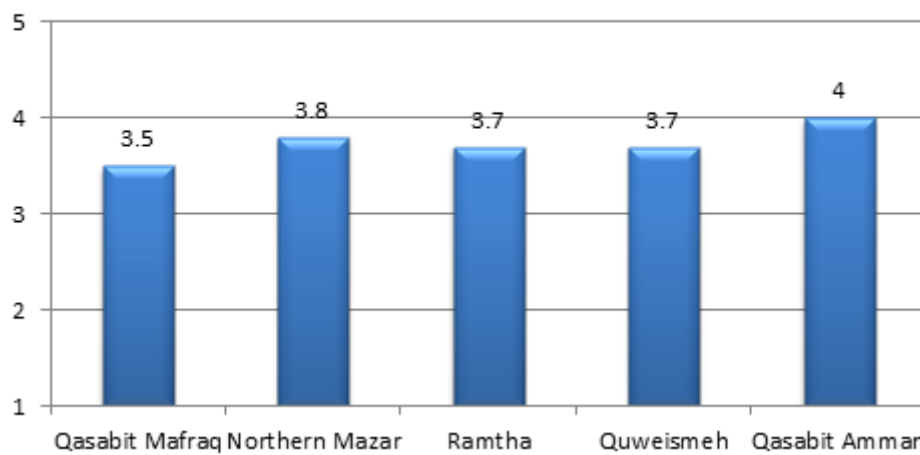
Degree of consistency between quality standards and school development plans (Percentage of plans that meet quality criteria)



Degree of consistency between quality standards and school development plans (Directorate with highest degree)



Degree of consistency between quality standards and school development plans (Directorate with lowest degree)



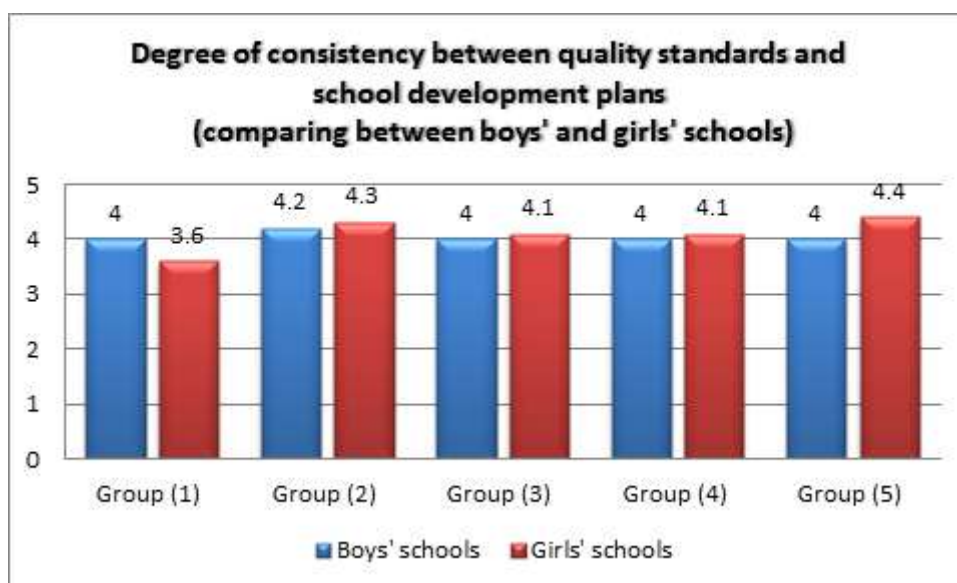
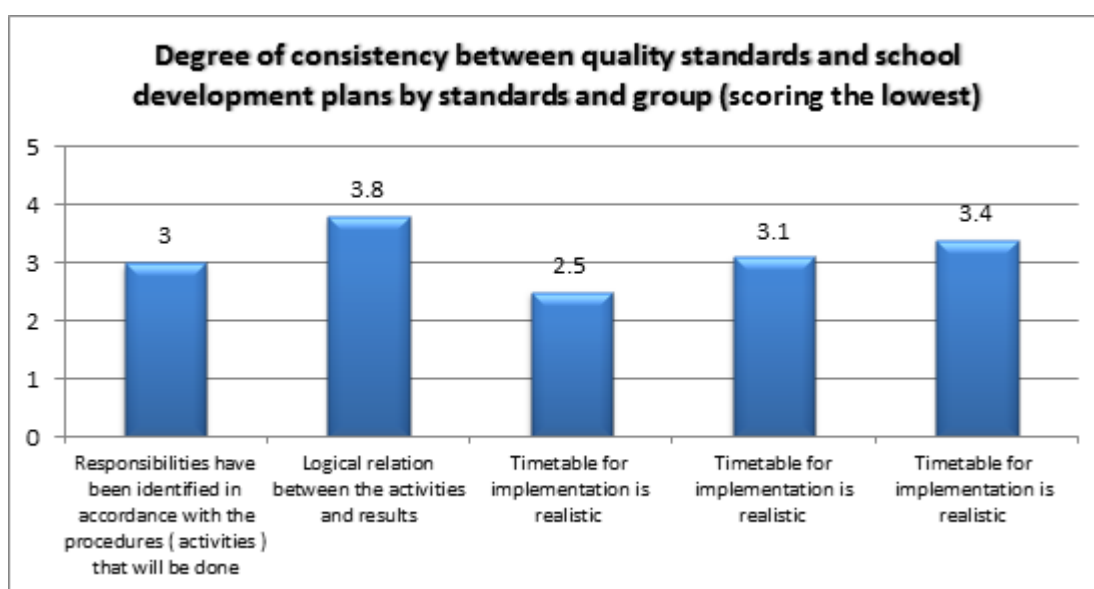
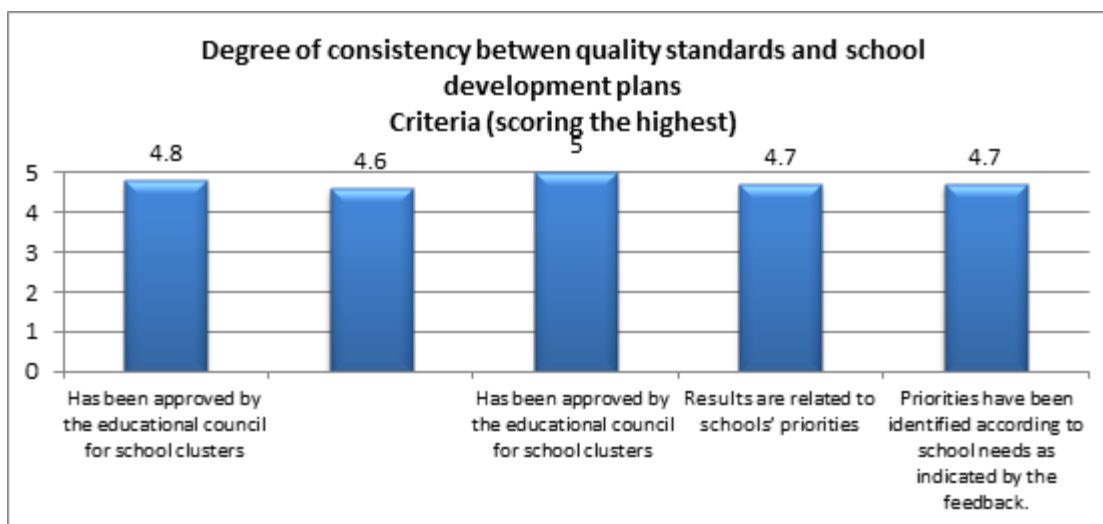


Table 25: Degree of consistency between quality standards and school development plans by standards and group

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
Group 1	Has been approved by the educational council for school clusters	4.8	Responsibilities have been identified in accordance with the procedures (activities) that will be done	3.0
Group 2	Priorities have been identified according to school needs as indicated by the feedback. Results are related to schools' priorities	4.6	Logical relation between the activities and results	3.8
Group 3	Has been approved by the educational council for school clusters	5.0	Timetable for implementation is realistic	(No) 2.5
Group 4	Results are related to schools' priorities	4.7	Timetable for implementation is realistic	(Yes) 3.1
Group 5	Priorities have been identified according to school needs as indicated by the feedback.	4.7	Timetable for implementation is realistic	(Yes) 3.4



Considering table 24 and 25, it is noticed that the average of quality degree for school development plans is approximately the same amongst all directorate groups (i.e. group 2, 3, 4 and 5) ranging from (4.0) to (4.2) which is around the targeted degree (4.0/5.0). On the other hand, quality degree for group one seems to be below the target amounting (3.7). As for directorates showing the highest or lowest degree of quality, Qasabit Madaba directorate has reached the highest degree of quality (highest degree of quality) while Qasabit Mafarq directorate has scored the lowest degree. Regarding the quality degree, girls' schools showed higher degree than boys'.

Criterion related to “Has been approved by the educational council for school clusters” has scored the highest degree in group 1 while group 2 has scored a high level in “Priorities have been identified according to school needs as indicated by the feedback” and “Results are related to schools' priorities”. It is also noticeable that group 3 has a high degree in “Has been approved by the educational council for school clusters” whereas group 4 has scored the highest level in “Results are related to schools' priorities”.

Surprisingly, the criterion regarding “Timetable for implementation is realistic” has scored the lowest degree of consistency.

As for the percentage of school development plans that scored a degree of quality amounting 4.0+, a total number of 126 plans out of 207 have been evaluated 60%.

Regarding recommendations for this indicator, they mainly focused on building up capacity for school development teams for group 1 particularly regarding results based management and the need for capacity building for other groups in issues such as procedural and development plans. In addition to introducing development effective activities that help in achieving school development.

1.1.2 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 20 development plans.

A verbal rate scale was utilized for group one while another was used for group two, three, four and five and this was due to the fact that group 2, 3, 4 and 5 implement result-based management plans. Results are shown in table 26 and 27 whereas detailed results are shown in table 28 and 29.

Table No (26): Field directorates' improvement plans by standard level (directorates of group 1 only)

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 is related to 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
Indicators are related to outcomes	No relation	One result has relevant indicators	Two results have relevant indicators	Three results have relevant indicators	All of the outcomes have their own compatible indicators and there are quantitative and

					qualitative indicators
Procedures are related to results	No relation	There is relation between procedures and results	Half of the procedures are related to results	Most of the procedures are related to results	All of the procedures are related to result
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				The schedule is reasonable (yes)
The plan has been endorsed by the Council of Educational Development					The plan has not been endorsed by the Council of Educational Development
<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. 	The plan does not apply any of the above standards	The plan applies one of the above standards	The plan applies two of the above standards	The plan applies three of the above standards	The plan applies all of the above standards



**Table No (27): Field directorates' improvement plans by standard level
(Directorates of 2,3,4,5 groups)**

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	No relation	Only one result meet with one	Only two results meet	Three results meet with the	All results meet with the

expected results		indicator	with the indicators	indicators	indicators and there are both quantitative and qualitative indicators.
Outcomes are written very well: - Clear - Describing completed activities. - Describing no changes. - Containing quantitative and qualitative data.	The outcome does not apply any of the mentioned conditions	The outcome applies one of the mentioned conditions	The outcome applies two of the mentioned conditions	The outcome applies three of the mentioned conditions	The outcome applies all of the mentioned conditions
Indicators are related to outcomes	No relation	Some outcomes have their own compatible indicators and there are quantitative and qualitative 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
The plan has been endorsed by the Council of Educational Development					Yes

<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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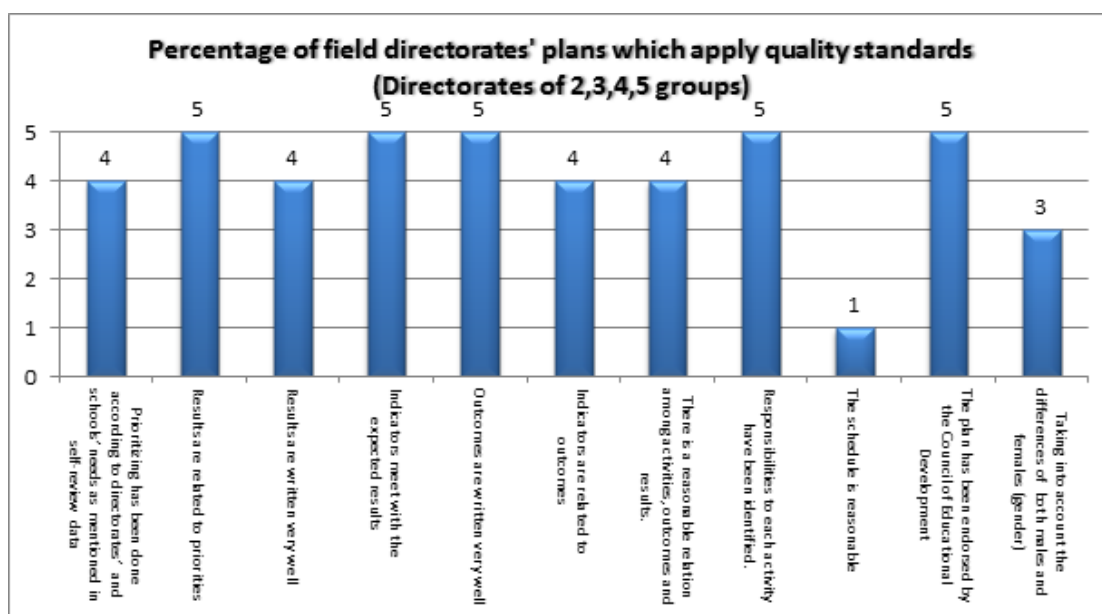
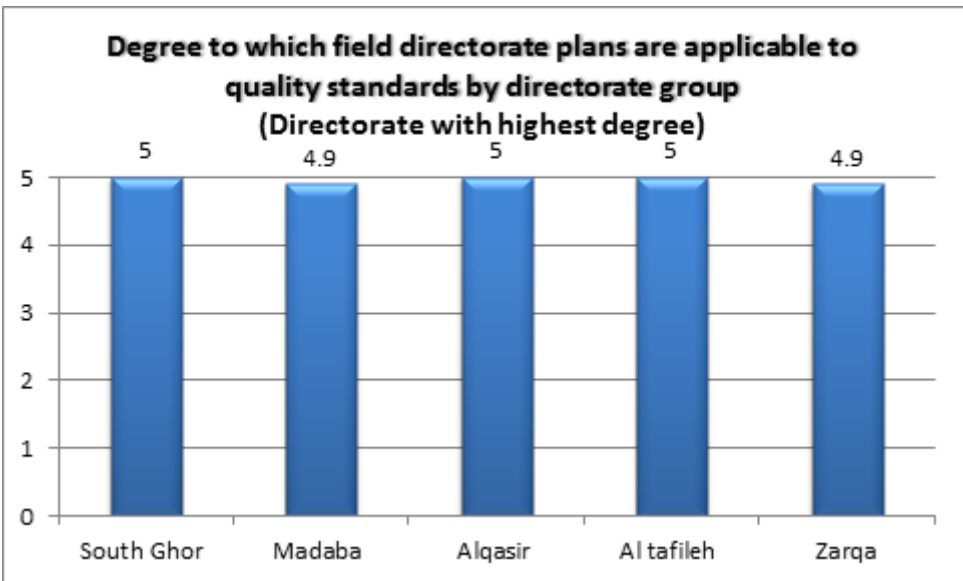
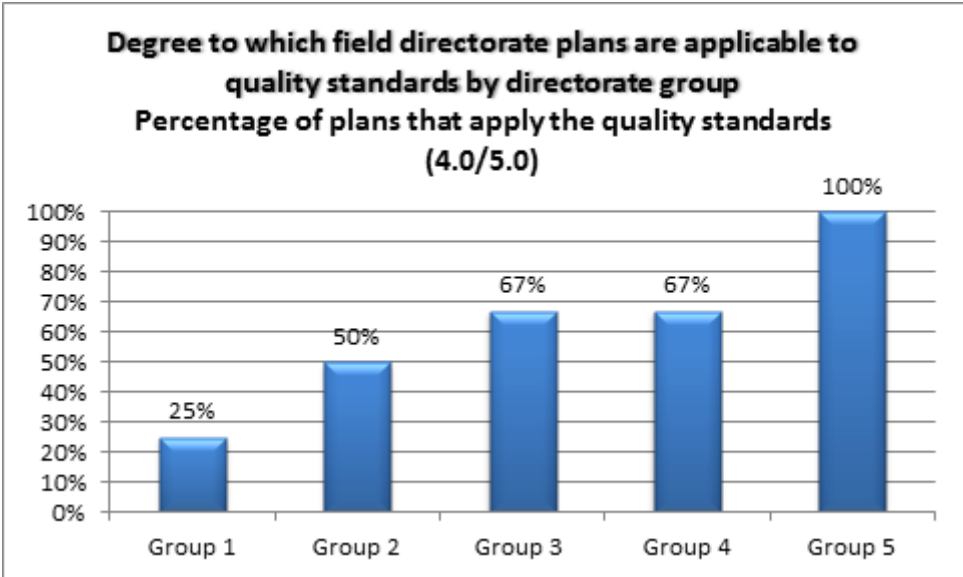
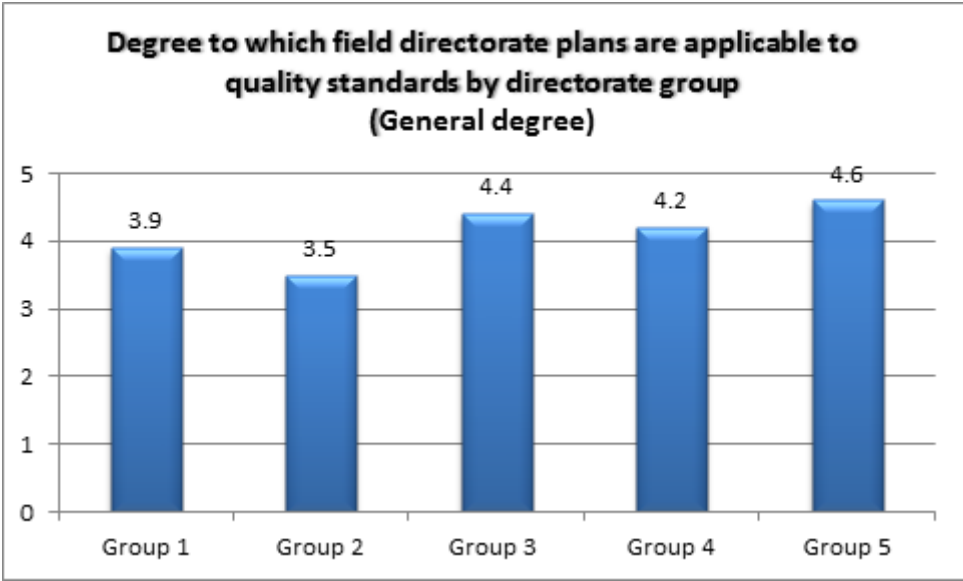


Table No 28: Degree to which field directorate plans are applicable to quality standards by directorate group, the highest and the lowest directorate

Source of data	Field Directorates' development plans and action plans							
	General degree	Total No of plans	The No of plans that meet quality standard	Percentage of plans that apply the quality standards (5.0/4.0)	Field Directorate with high degree in applying the quality standards		Field Directorate with low degree in applying the quality standards	
					Directorate	Degree	Directorate	Degree
The degree of indicators' effectiveness/ 5.00								
Group 1	3.9	4	1	25%	South Ghor	5.0	Maфраq	3.1
Group 2	3.5	2	1	50%	Madaba	4.9	Northern Mazar	4.1
Group 3	4.4	3	2	67%	Alqasir	5.0	Ramtha	3.9
Group 4	4.2	6	4	67%	Al tafileh	5.0	Taibeh and Wasateih	3.3
Group 5	4.6	5	5	100%	Zarqa	4.9	Irbid, Ma'an and shoubak	4.5
All directorates		20	13	65%				



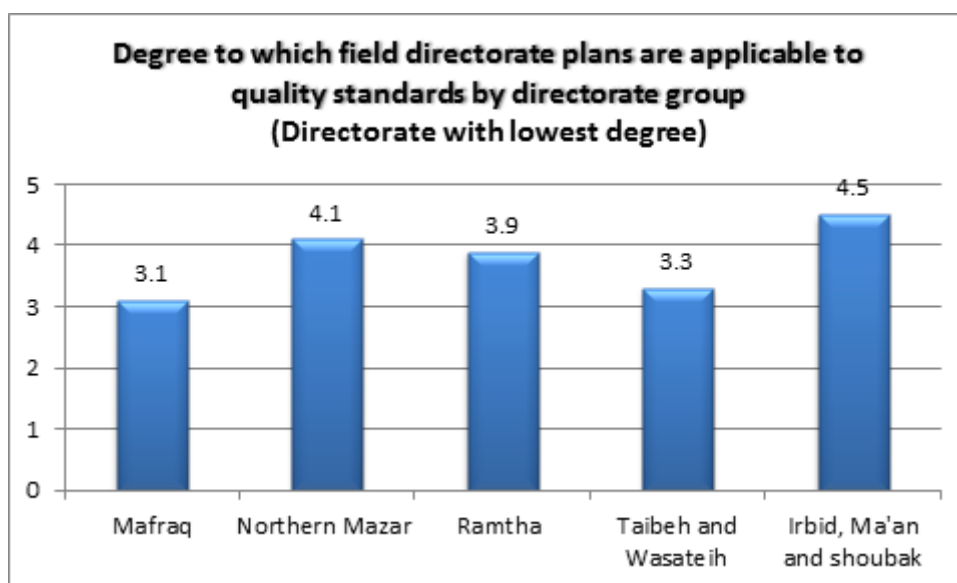
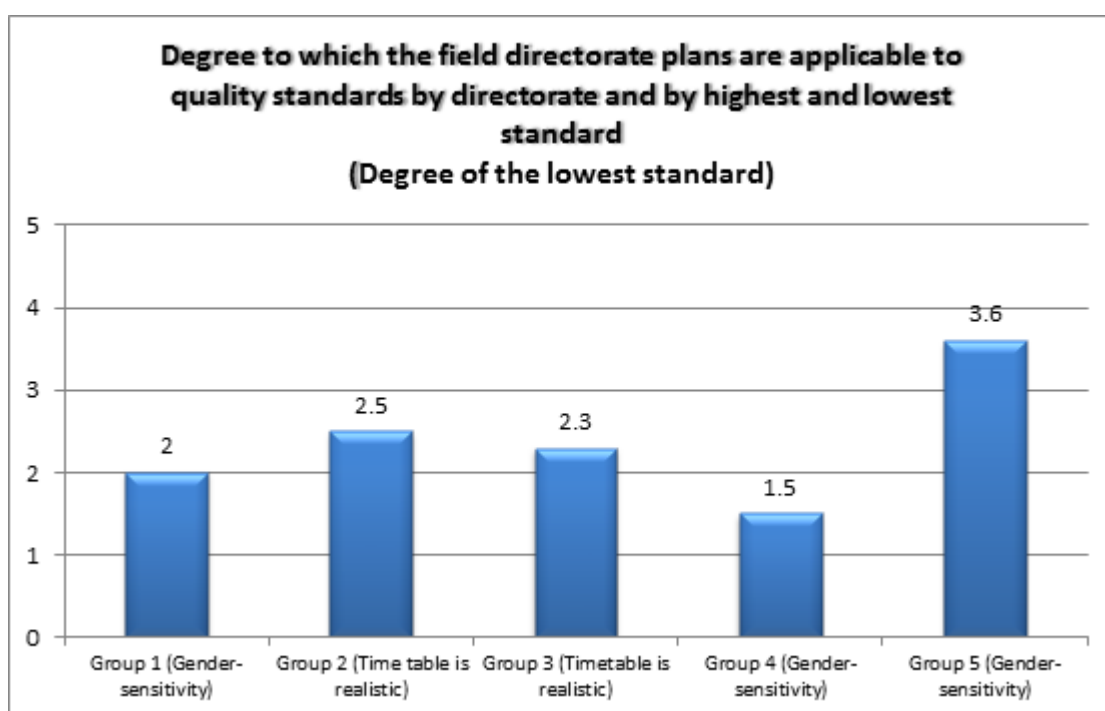
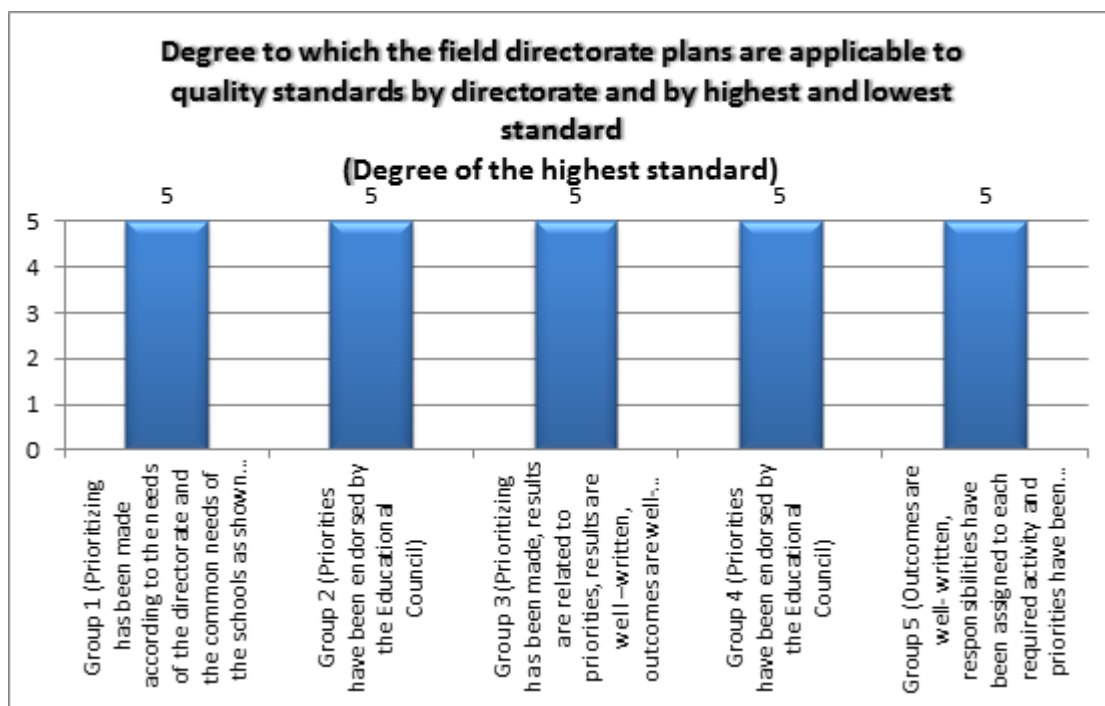


Table No 29: Degree to which the field directorate plans are applicable to quality standards by directorate and by highest and lowest standard

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
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.	5.0	Gender-sensitivity	2.0
Group 2	Priorities have been endorsed by the Educational Council	5.0	Time table is realistic	2.5
Group 3	Prioritizing has been made, results are related to priorities, results are well –written, and outcomes are well-written and have been endorsed by Educational Council.	5.0	Timetable is realistic	2.3
Group 4	Priorities have been endorsed by the Educational Council	5.0	Gender-sensitivity	1.5
Group 5	Outcomes are well- written, responsibilities have been assigned to each required activity and priorities have been endorsed by the Educational Council	5.0	Gender-sensitivity	3.6



Tables 27 and 28 show that the degree of quality for field directorate plans in group directorates have met quality standards for groups 3, 4 and 5 as the degree exceeded the targeted degree scoring from (4.2) to (4.6) whereas the degree of quality in group 1 and two has not been met the targeted degree scoring between 3.5 to 3.9 for group 2 and 1 respectively.

Regarding the rubric scale of this indicator, the first group scored the highest degree in the standard of "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". As for the

criterion of " priorities have been endorsed by the Educational Council", the fourth and second groups scored the highest degrees ,while group 3 scored the highest degree for the indicator " Prioritizing has been made, results are related to priorities, results are well – written, outcomes are well- written and have been endorsed by Educational Council." Finally, group 5 scored the highest degree for the indicator "outcomes are well- written, responsibilities have been assigned to each required activity and priorities have been endorsed by the Educational Council."

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 were not designed to meet the educational needs of male and female students.

Regarding the percentage of school developmental plans meeting the quality degree of 4.0 and more, the fifth group recorded the highest quality level at 100%, whereas the first group got the lowest at a percentage of 25% where the total percentage for all directorates reached 65%.

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

No initiatives so far except for a new website designed particularly for SDDP.

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

2725 schools in 28 directorates have their development plans ,distributed amongst 854 schools in 7 directorates in the first group,256 schools in 4 directorates in the second group,529 schools in 6 directorates in third group and 517 schools in six directorates in group and finally 569 schools in five directorates in group 5.

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.	The school principal has formed the school development team according to willingness and efficiency. The team consists of the school principal and four teachers.	The school development team has been formed according to willingness and efficiency. The team consists of the school principal and four teachers.
Readiness (leadership, community partnership , gender ,SDDP)	The school principal has not attended any training program	The school principal has attended some training programs	The school principal has attended all training programs and s/he has not informed the school community about them.	The school principal has attended all training programs and s/he has informed the school community about them	The school principal has attended all training programs and 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 sign the plan	The head of the council has seen the plan and signed it	The members of the council have seen and signed the plan without discussing it.	The members of the council have seen and signed the plan after discussing it	The members of the council have seen and signed the plan after discussing it. The council has written notes and send them as a feed back to the school principal.

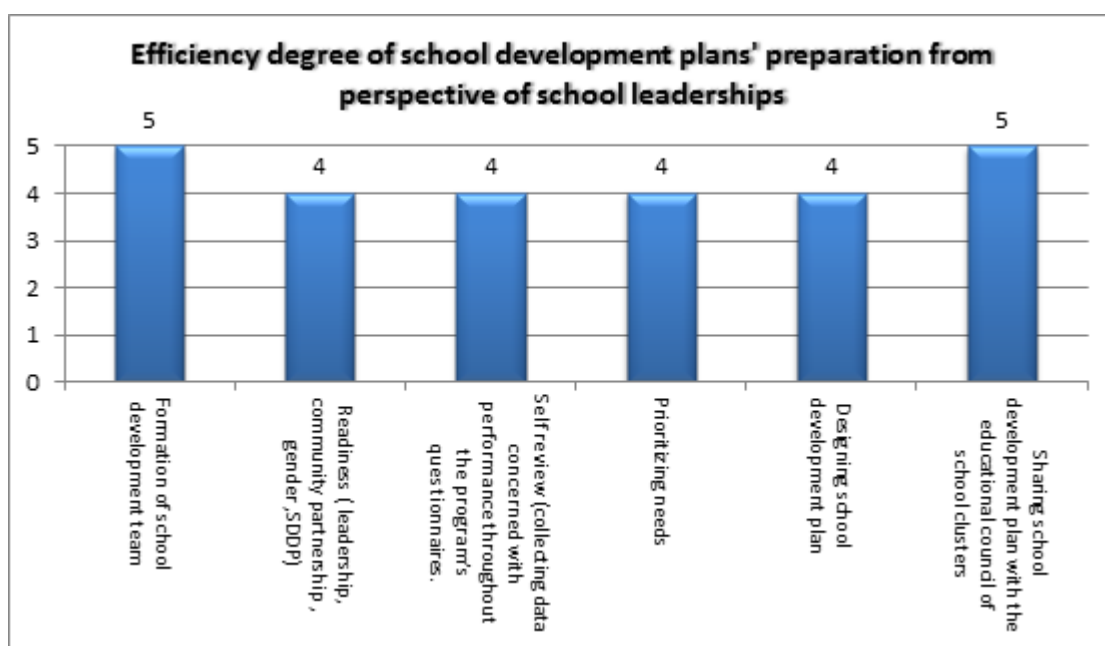
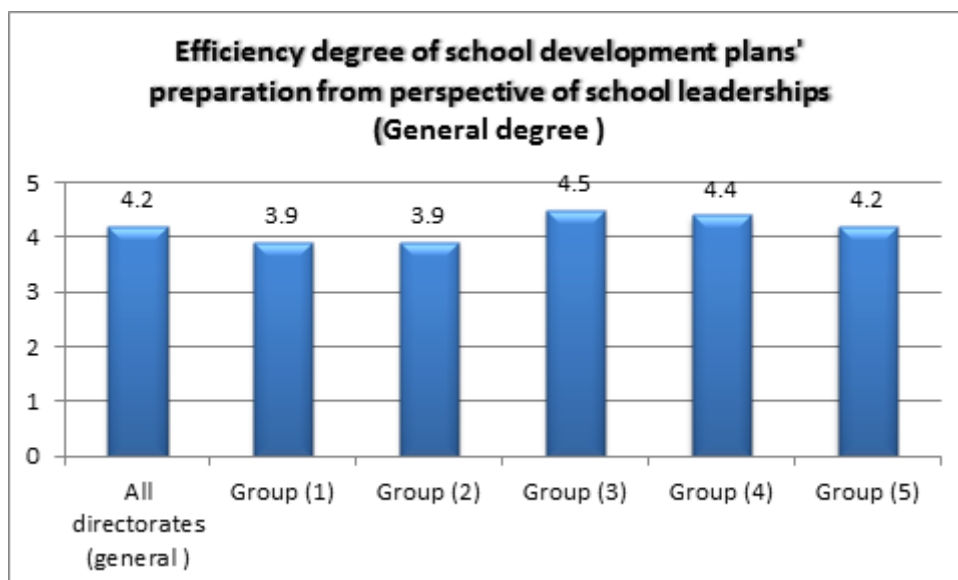


Table (31): Efficiency degree of school development plans' preparation from perspective of school leaderships, by directorate group, sex and standard

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)	4.2	“Formation of school development team”	4.6	“Sharing school development plan with the educational council of school clusters”	3.4	4.0	4.5
Group (1)	3.9	“Formation of school development team”	4.5	“Sharing school development plan with the educational council of school clusters”	3.0	3.6	4.2
Group (2)	3.9	“Formation of school development team”	4.4	“Sharing school development plan with the	3.2	4.1	3.7

				educational council of school clusters”			
Group (3)	4.5	“Comprehensive self-review”	4.9	“Sharing school development plan with the educational council of school clusters”	3.8	4.3	4.7
Group (4)	4.4	"self-review”	4.7	“Sharing school development plan with the educational council of school clusters”	3.8	4.0	4.7
Group (5)	4.2	“self-review”	4.7	“Sharing school development plan with the educational council of school clusters	3.2	3.9	4.5



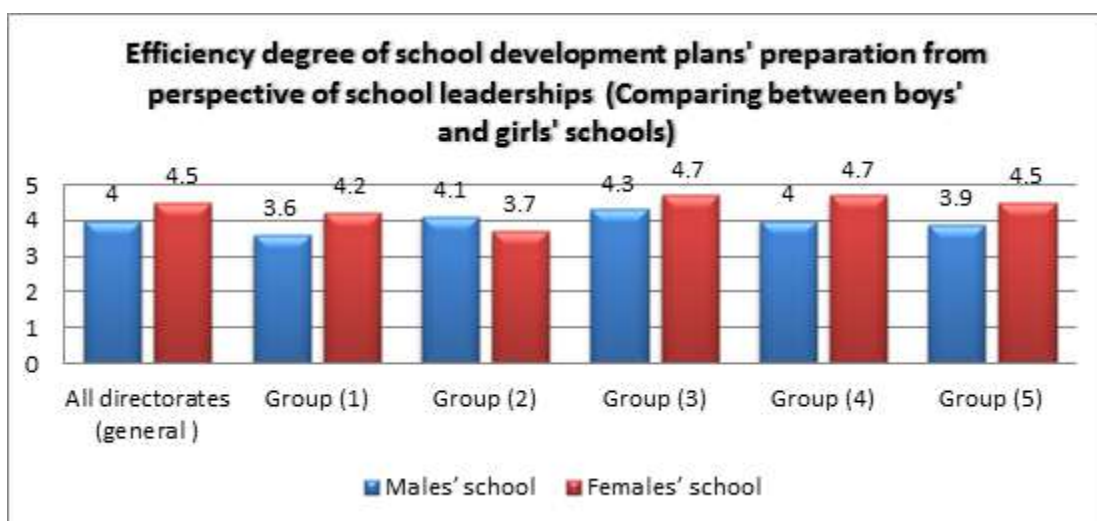
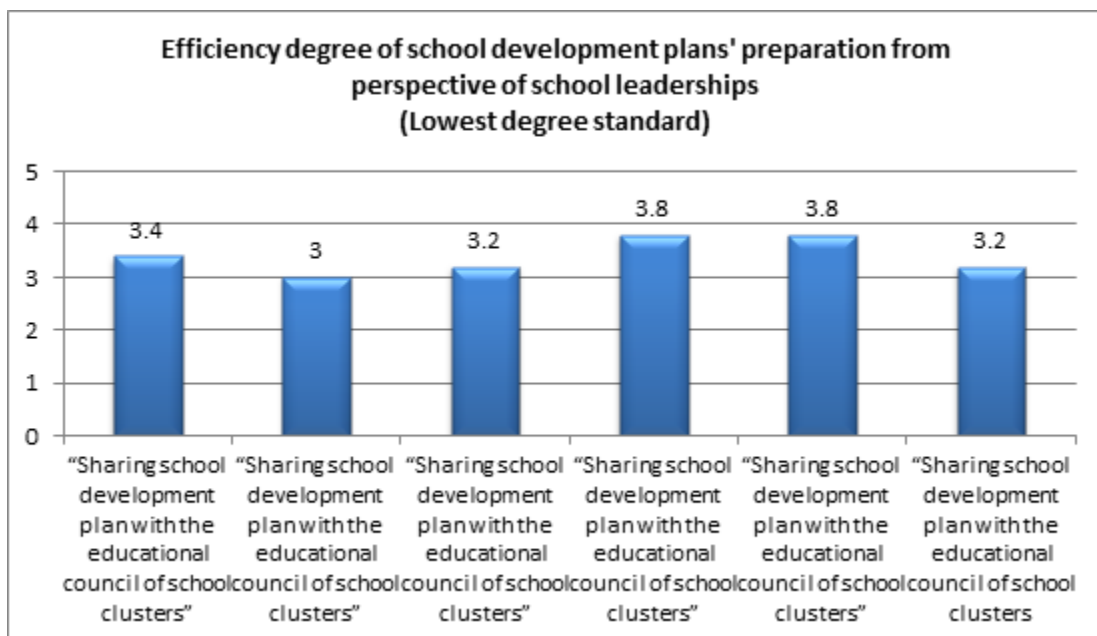
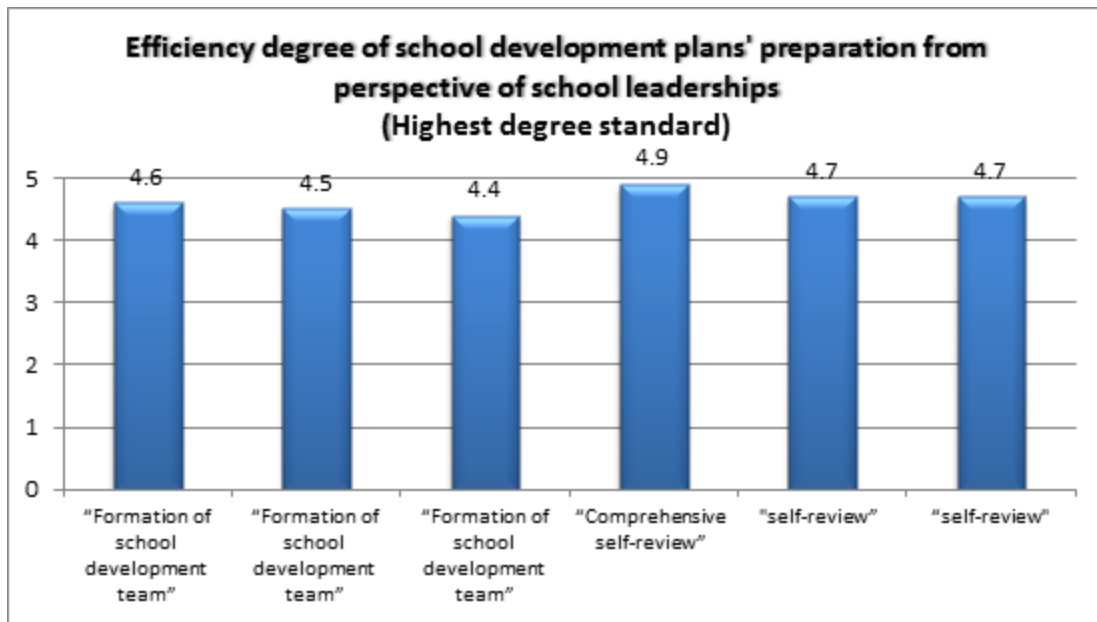


Table (31) shows that the efficiency degree for all directorates was (4.2) exceeding the target

Degree (4%-5%), and that the school females' degree was higher (4.5) than the boys' degree (4.0). This shows that groups of directorates 3, 4 and 5 have met the targeted degree from (4.2) to 4.5) while groups 1 and 2 were too close to the targeted degree reaching (3.9).

The two standards; the “Formation of school development team” and “self-review” recorded the highest grades while the standard of “Sharing school development plan with the educational council of school clusters” got the lowest. The school development teams pointed out that there was not enough time to prepare their developmental plans and the tools used in self- review process need to be reconsidered.

It was recommended to select members of school development teams according to their competency, willingness to work and motivation. Moreover, self-review questionnaires should be evaluated to take into account all levels of targeted groups and 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 and 5 and there are 28 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 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

Identifying directorates schools' needs	Common ' needs were not identified	Directorate's development team estimated schools' common needs without referring to schools' self-review data	Directorate's development team examined samples of schools' self-review data upon which they identify common schools' needs	Directorate's development team examined samples of schools' self-review data upon which they identify common schools' needs	Directorate's development team examined samples of schools' self-review data upon which they identify common schools' needs in cooperation with the Division of educational supervision
Self-review was made to identify directorate's needs	The directorate did not make the self-review	The directorate made the self-review without implementing SDDP methodology, and needs were identified on the basis of the directorate's development team the experience	The directorate made the self-review on the basis of the SDDP methodology, and needs were identified according to the results	The directorate made the self-review on the basis of the SDDP methodology but implemented it on school principals and directorate's staff only, and needs were identified according to the results	The directorate made the self-review on the basis of the SDDP methodology but implemented it on school principals ,directorate's staff and members of the local community, and needs were identified according to the results
Categorizing needs and identifying priorities	Needs were not categorized according to their priority	Needs were categorized according to their priority from the perspective of the directorate development team without abiding to the self-review	Needs were categorized according to their priority from the perspective of the directorate development team byte self-review results, but priorities were identified	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

		results	randomly without abidance to approved levels		the SDDP
The directorate's development plan was developed	The directorate's development plan was not developed	The directorate's development plan was developed without abidance to SDDP methodology	The directorate's development plan was developed with participation of some members of the education directorate	The directorate's development plan was developed with participation of all members of the education directorate development team	The directorate's development plan was developed with participation of all members of the education directorate development team and domains' team coordinators
Sharing the directorate development plan with the educational development council	The educational council was not informed of the directorate's development plan nor its chairman signed it	The directorate's development plan was endorsed and signed by the educational council chairman who was informed of it previously	The council was informed of the directorate development plan, its chairman endorsed and signed it without discussion	The council was informed of the directorate development plan, its chairman endorsed and signed it without discussion	The council was informed of the directorate development plan, its chairman endorsed and signed it without discussion, and remarks were documented by the council besides providing the directorate with written feedback.

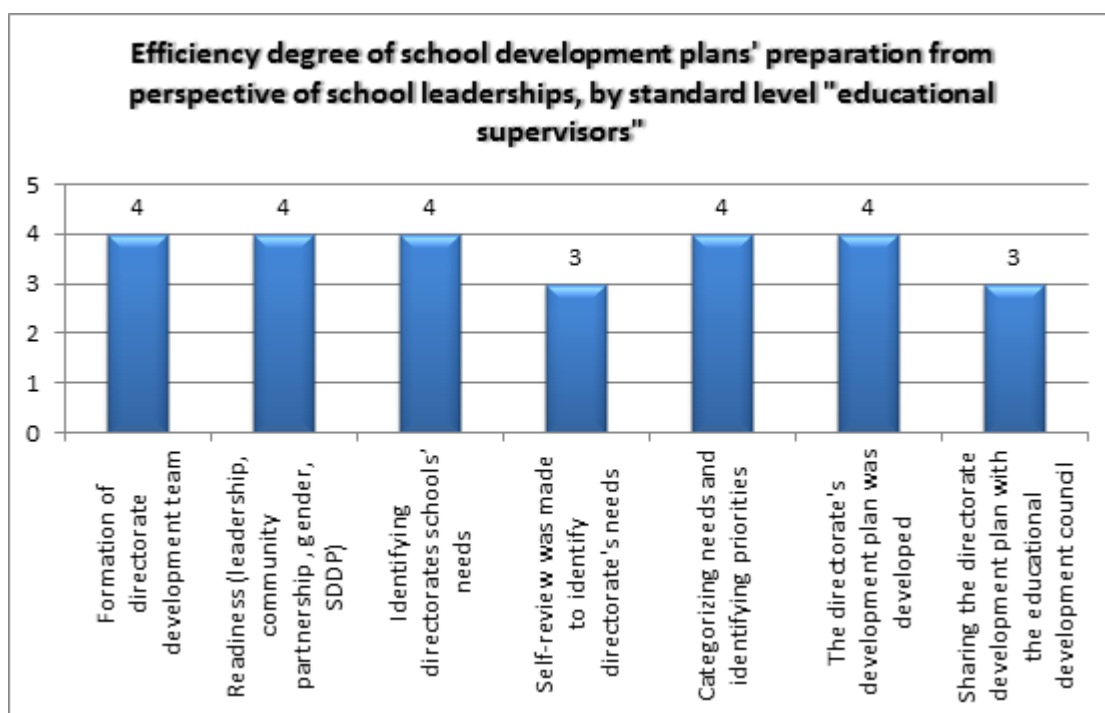


Table (33): Efficiency degree of directorate development plans' preparation from perspective of school leaderships, by standard level "directorate development team"

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	Members of the directorate development	Members of the directorate development teams	Members of the directorate development	Members of the directorate development teams

	participated in any training program	team participated in some related training programs	participated in all related training programs, but they did not make other members aware of the program	teams participated in all related training programs, and they made other members aware of the program	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	Needs were categorized by their	Needs were categorized by their priority	Needs were categorized by self-	Needs were categorized by the self-review

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

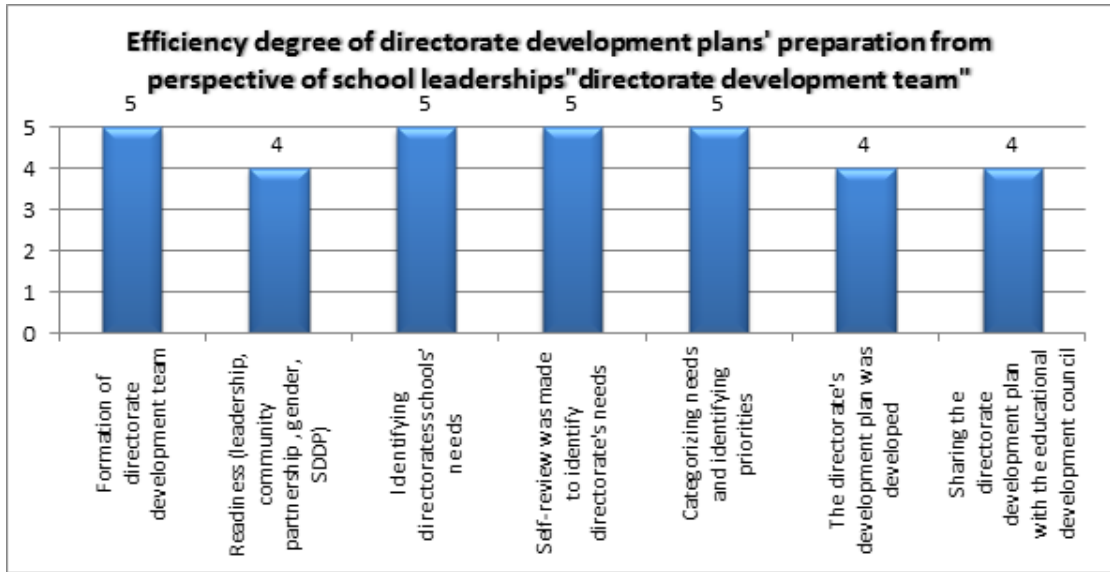
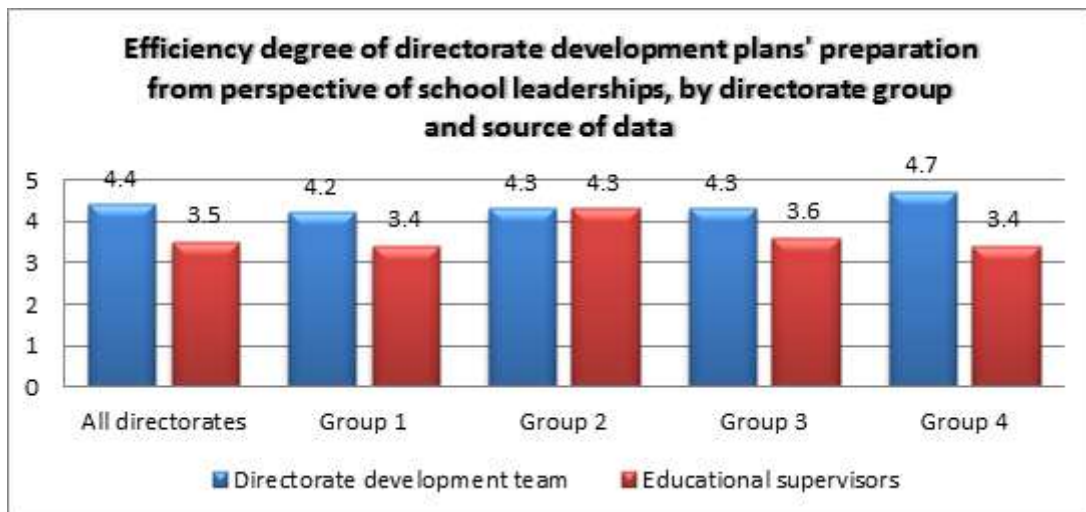


Table (34): Efficiency degree of directorate development plans' preparation from perspective of school leaderships, by directorate group and source of data

Source of data	Directorate development team	Educational supervisors
Indicator efficiency degree	Degree	Degree
All directorates	4.4	3.5
Group 1	4.2	3.4
Group 2	4.3	4.3
Group 3	4.3	3.6
Group 4	4.7	3.4



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 (3.5) and (4.4) respectively

The reason behind this is that the supervisors do not participate in the development plans' preparation although some of them take part in the SDDP training programs. 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 65%. 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 benefit 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:

As explained in 2.2.1 the Division of Monitoring and Evaluation/Managing Directorate of Planning and Educational Research designed the SDDP general framework in cooperation with the Managing Directorate of Educational Training Centre. It also set some activities including M&E capacity building through holding training workshops and collecting data on selected indicators to prepare its second M&E report on SDDP. The Division will conduct a study on the degree of satisfaction of targeted groups after issuing the second M&E report on SDDP in the last quarter of 2014.

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

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

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

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

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

This indicator will be measured after issuance of the second M&E report in the last quarter of 2014.

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

Indicators

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

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

Evaluation teams conducted intensive discussions with a sample comprising school development teams amounting six teams from six different schools taken from different education directorates that received financial grants for the Ministry. Those grants were allocated to support the activities of plans and their implementation. The number of those directorates receiving the financial support is 11 belonging to group 1 and 2. The school development team has been asked to present examples on the activities of procedural plans through utilizing the financial grants received from the ministry. They also highlighted some challenges and obstacles that keep confronting them during work. Evaluators assessed the percentage of the activities through comparing the number of the actual implemented activities that employ or utilize grants to the total number of the planned activities. Table 35 shows the level of the implemented activities that utilize grants according to school development team whereas table 36 shows results in details.

Table (35): The percentage of activities related to development plans for schools and directorates implemented through utilizing the financial support provided by the ministry- school development team- directorate development team.

Indicator 2.2.1: The percentage of activities related to development plans for schools and directorates implemented through utilizing the financial support provided by the ministry- school development team- directorate development team.					
Standard	Level 1	Level 2	Level 3	Level 4	Level 5
The percentage of procedures/activities mentioned in the school development plan which was implemented and funded the grant provided for Moe against the total number of activities to be implemented	0-20%	21-40%	41-60%	61-80%	81-100%
The percentage of procedures/activities mentioned in the directorate development plan which was implemented and funded the grant provided for MoE against the total number of activities to be implemented	0-20%	21-40%	41-60%	61-80%	81-100%

Table (36): The percentage of activities related to development plans for schools and directorates implemented through utilizing the financial support received from the ministry – by directorate groups and source of data.

Directorates	School plans (school development team)	Directorate plans (directorate development team)
General(group 1&2)	54%	57%
Group 1	49%	55%
Group 2	60%	60%

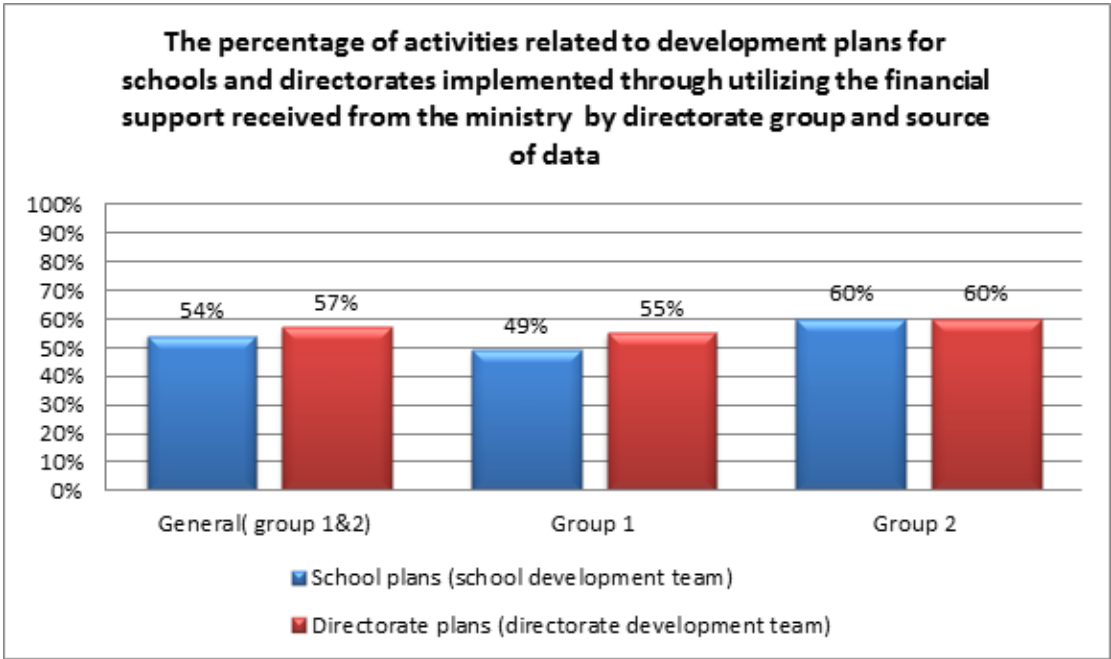


Table (36) shows the percentage for development plans scored 54% for schools and 57% for directorates. These percentages are quite close to the targeted percentage (60%).

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

The amount allocated within the SDDP budget reached JD 200000.

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

Within the framework of SDDP and the work achieved by schools and directorates involved in the program, financial support was given to every school and directorate that has finalized its development plans. Support was mainly gained from CIDA.

In order to maintain the implantation of school development plan, the ministry allocated financial resources for the years 2013 and 2014 to support such plans within a

direct supervision from the ministry itself. The ministry has already granted 824 schools and 7 directorates in group 1 the required financial support for the year 2013. In 2014, the ministry granted 256 schools and 4 directorates in group 2 and 259 schools and 6 directorates in group 3.

Outputs

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

Indicators

1.1.1.1 A well-prepared communication strategy for SDDP:

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

This strategy also includes an executive plan for capacity building at the Ministry in the domain of communication to support sustainable efforts, active information flow through the three levels of the educational system. Moreover, the strategy calls to disseminate stories of SDDP success in education directorates to get all needed support for the program from all stakeholders and to create better understanding for the exerted efforts done to reform education and encourage the effective use of social media and work simultaneously with community members focusing on the aspect of capacity building.

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

Indicators

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

The communication strategy was approved in the second half of 2012, the training manuals were prepared and a group of MOE staff were trained including members from: the Managing Directorate of Media Management and Community Communication, the Help Desk Division and members from the Electronic Website Division at Queen Rania Centre for Education Technology and Information. The training manuals were tried on a sample of specialized directors at the Ministry Centre within a training manual for higher management and an awareness session was held on this strategy for the heads of Media Management and Community Communication Divisions at the education directorates. The total number of trainees reached up to 62; 20 of them were selected from the ministry while 42 trainees were from education directorates.

Output (1.1.3): A result-based trained staff at the school and directorate level trained on preparation and implementation of school development plans that are gender-sensitive and an outcome of community involvement

Indicators

1.1.3.1 Number of people trained on the SDDP.

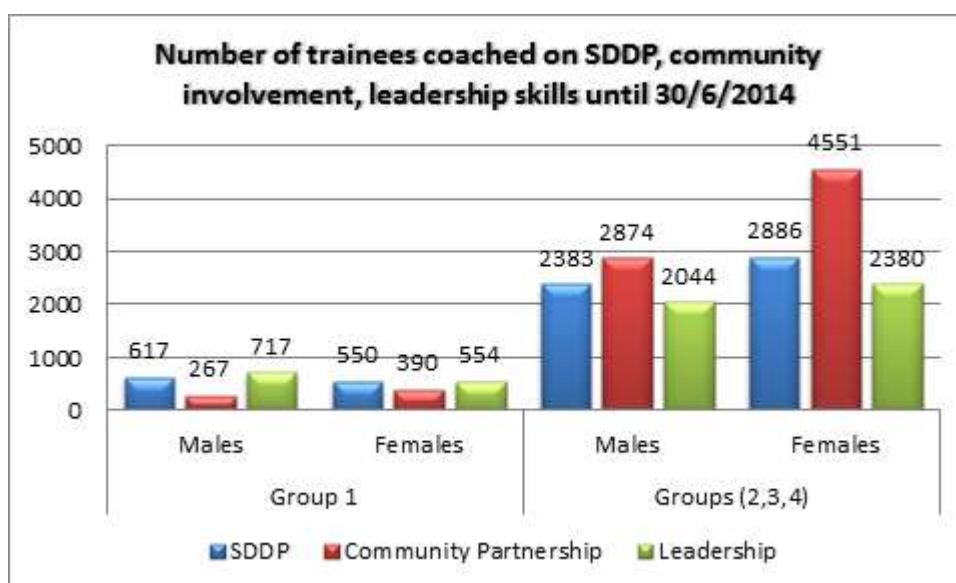
1.1.3.2 Number of people trained on leadership skills.

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

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

Table (37) shows the number of trainees on SDDP by sex.

Name of Program	Group 1		Groups (2,3,4)		Total	
	Males	Females	Males	Females	Males	Females
SDDP	617	550	2383	2886	2383	2383
Community Partnership	267	390	2874	4551	3531	4941
Leadership	717	554	2044	2380	2757	2941



Output (1.1.4): A result-based trained staff at the directorate level trained on preparation and implementation of school development plans that are gender-sensitive and an outcome of community involvement

Indicators

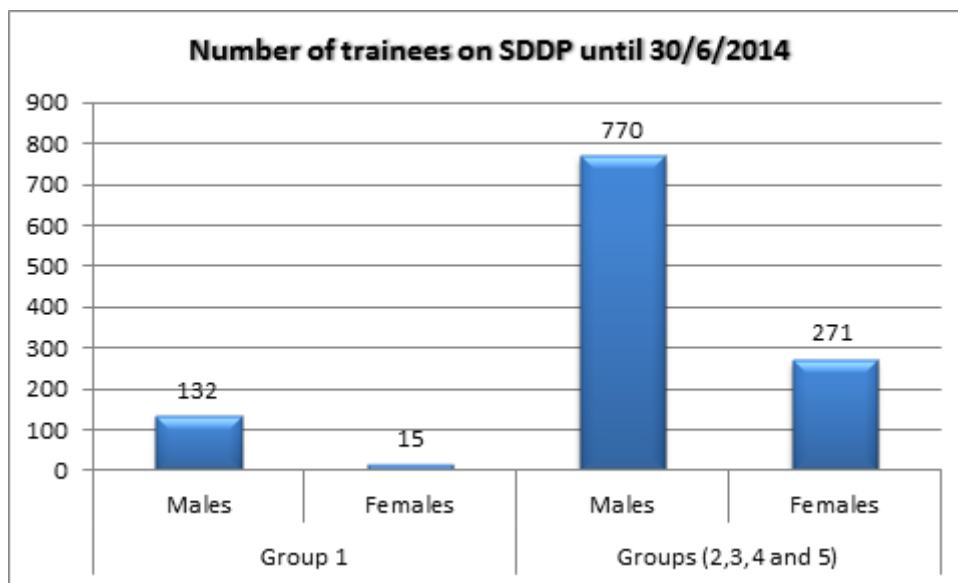
1.1.4.1 Number of people trained on the SDDP.

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

Within the framework of the directorate development plan, the directorates receive the results of self-review made by schools and the data is entered , processed and analyzed through a computerized software to come up with the common needs of these schools. Table (38) shows number of trainees on SDDP by sex.

Table (38): Number of trainees on SDDP until 30/6/2014

Name of Program	Group 1		Groups (2,3,4 and 5)		Total	
	Males	Females	Males	Females	Males	Females
SDDP	132	15	770	271	902	286



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

Indicators

5.1.1.1 Number of accomplished self-review processes.

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

One review process was achieved for the SDDP where different parties participated in this process. They are as follows:

1. SDI through:
 - Hiring an international expert (Cabiron Harison)
 - Establishing a joint technical team with the concerned parties in the ministry to carry out the recommendations.
2. LETS through:
 - Judging and determining the amended tools and revising certain paragraphs by the expert (Chris) and other national experts.
3. ERSP through:

- A female expert to develop the new role of the educational supervisor.
4. NCHRD through :
- Conducting a study on the effectiveness of SDDP.
5. MoE through:
- Fulfilling the recommendations listed in the reports of evaluation and monitoring issued by the department of evaluation and monitoring in the Managing Directorate of Planning and Educational Research.

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

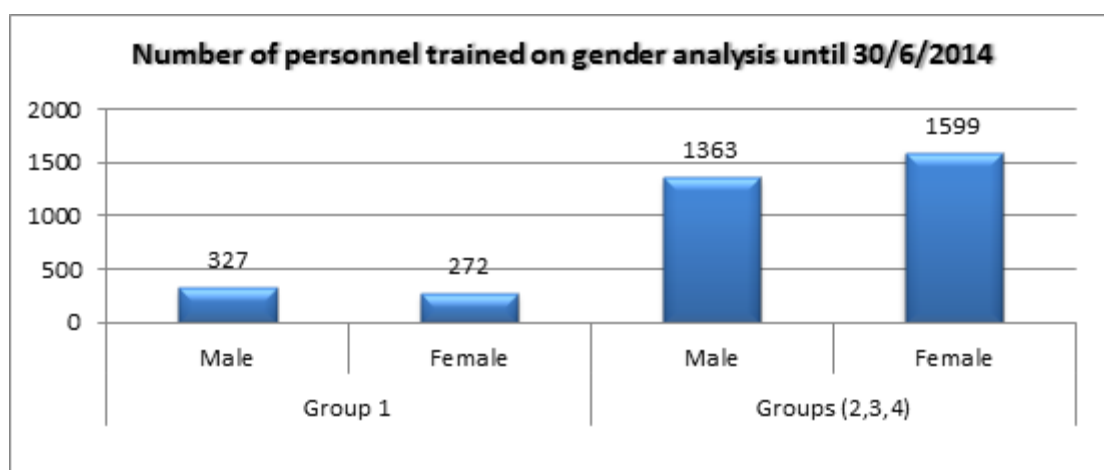
Indicators

6.1.1.1: Number of personnel trained on gender analysis:

The staff at the Ministry Centre and the field directorates was trained on gender mainstreaming in daily work, including gender analysis and workshops for trainers to qualify the staff of the Division of Gender to train the Ministry staff. Table (39) shows the number of personnel trained on gender analysis by sex.

Table (39): Number of personnel trained on gender analysis until 30/6/2014.

Name of Program	Group 1		Groups (2,3,4and 5)		Total	
	Males	Females	Males	Females	Males	Females
Gender analysis	327	272	1983	1599	2310	18712581



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

Indicators

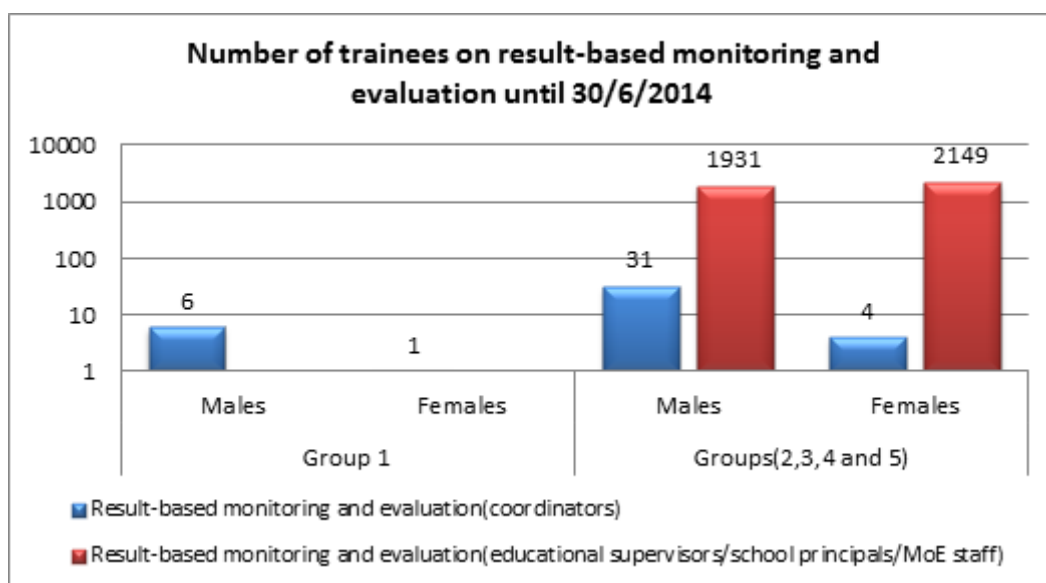
2.1.1.1: Number of personnel trained on result-based monitoring and evaluation.

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

The head of the Division of Monitoring and Evaluation at the Managing Directorate of Planning and Educational research carried out a series of capacity building activities on result-based monitoring and evaluation for the Ministry staff at the Centre and the directorates. These activities aim to prepare the SDDP monitoring and evaluation framework, data collection and the third report for 2014. Activities included training 44 coordinators in all education directorates. Table 40 shows the total number of trainees on result –based monitoring and evaluation till 30/6/2014.

Table (40): Number of personnel trained on result-based monitoring and evaluation until 30/6/2014

Name of Program	Group 1		Groups (2,3,4 & 5)		Total	
	Males	Females	Males	Females	Males	Females
Result-based monitoring and evaluation(coordinators)	6	1	31	4	37	5
Result-based monitoring and evaluation(educational supervisors/school principals/MoE staff)	0	0	1931	2149	1931	2149



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

Three reports were issued: one report for 2012, the second is this report for 2013 and the current report for 2014.

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

Indicators

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

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

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

The SDDP is currently being implemented by 2725 schools and 28 education directorates all over the Kingdom. Thus, there is a large size of information and data that highlights various issues at the Ministry. Among them are: The data on areas of strengths and weaknesses at schools and directorates relating to approved standards for active learning. Such data is highly important for the Ministry to design its policies and strategic planning and build up an integrated mechanism to implement SDDP at all levels. For this purpose, the Ministry organized a workshop in November 2011 to introduce data relating to SDDP implementation for all concerned directorates at the Centre and inform them how to utilize such data in preparing developmental plans for schools as well as education directorates.

Moreover, a brainstorming session was held in November 2011 with recommendations on the best proposed mechanism for the Ministry to benefit from this data as much as possible. The Managing directorate of the Educational training Centre/the Ministry examined these recommendations to come up with the best mechanism.

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

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

Indicators

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

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

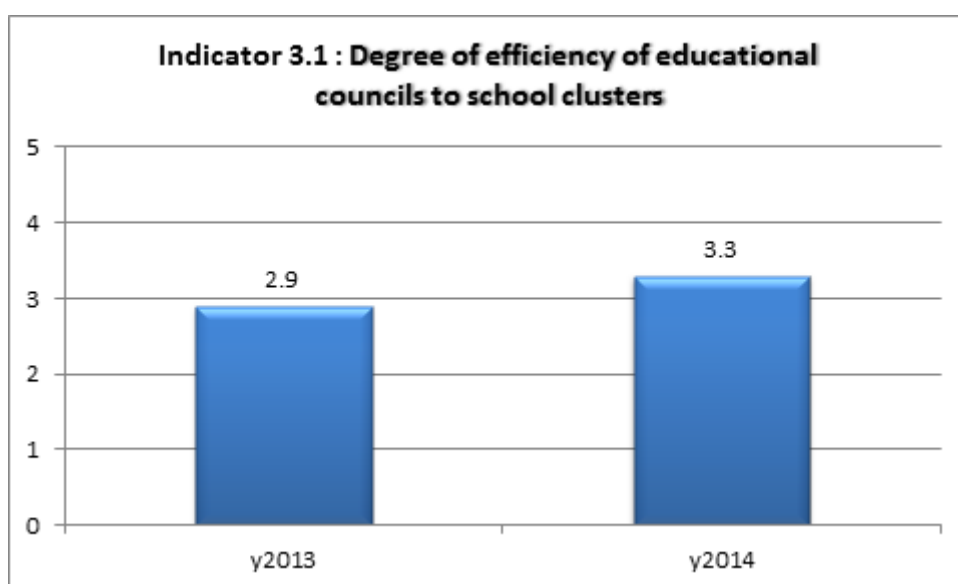
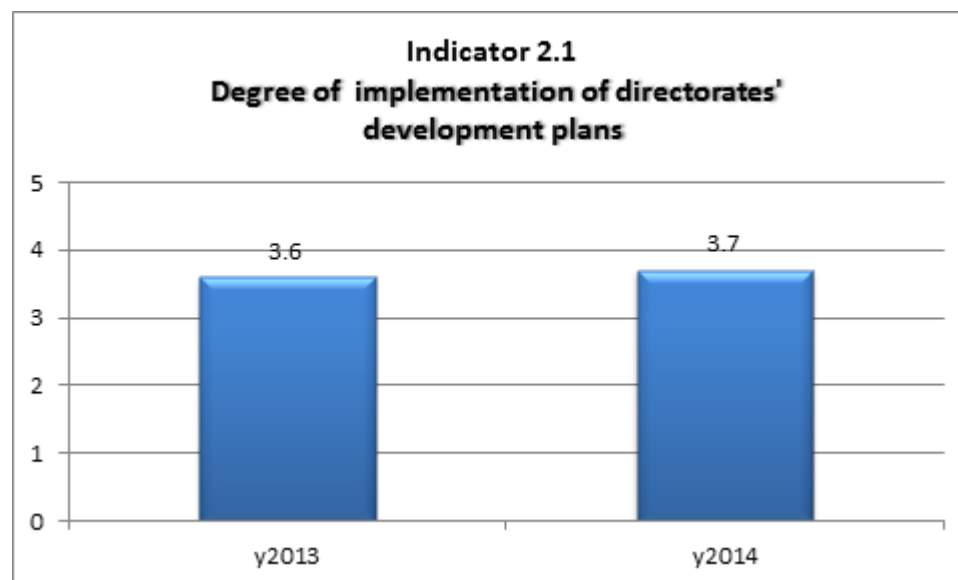
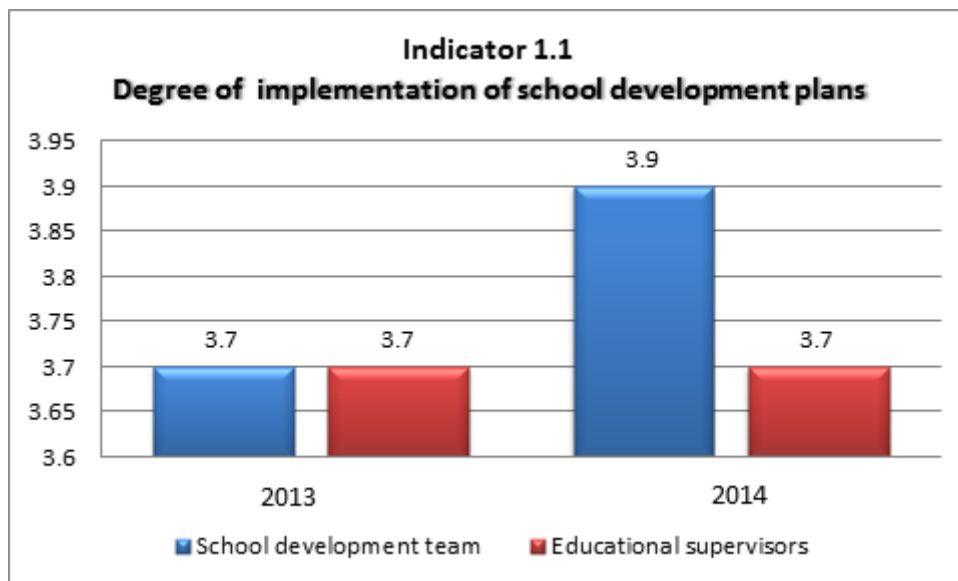
3.0 Comparisons:

To track the direction of indicators, a comparison was made between the results of 2013 report and 2014 report. The results of the comparison process are shown in table 41 below:

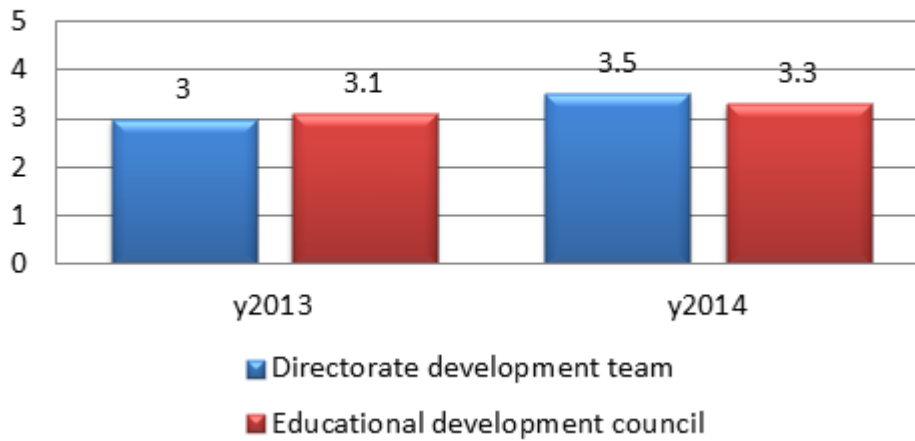
Table (41): Comparison between the results of 2013 report and 2014 report.

Indicator		Data source	Values and percentages of the indicator already achieved				Notes
Indicator No.	Indicator		2013	2014	Deviation value	Deviation percentage	
1.1	Degree of implementation of school development plans	School development team	3.7	3.9	+0.2	+5.4%	
		Educational supervisors	3.7	3.7	0.0	0%	
2.1	Degree of implementation of directorates' development plans	Directorate development team	3.6	3.7	0.1+	+2.8	
3.1	Degree of efficiency of educational councils to school clusters	Educational councils for school clusters	2.9	3.3	0.4+	+13.8%	
4.1	The degree of effectiveness for development councils formed in MoE directorates	Directorate development team	3.0	3.5	0.5+	+16.7%	
		Educational development council	3.1	3.3	0.2+	+6.5%	
5.1	Degree of satisfaction of principals and teachers on the quality of support provided by education directorates in view to achieve school development plans	School development team (Focus groups)	3.3	3.2	-0.1	- 3.0%	
		School development team (questionnaires)	3.2	3.1	- 0.1	- 3.1%	
6.1	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.	Directorate development team					
		Educational supervisors (Focus groups)	2.7	2.6	-0.1	- 3.7%	

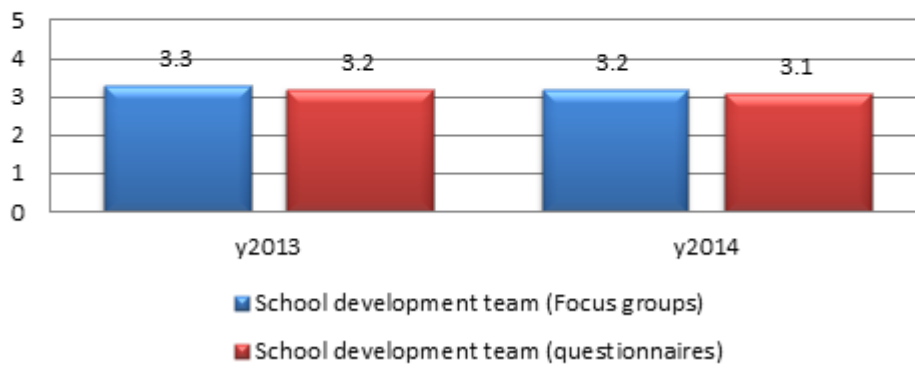
		School development team (questionnaires)	2.5	2.5	0.0	%0	
1.1.1	Percentage of school development plans that meet quality standards.	School development and procedural plans.	55%	60%	+5%	+9.1%	Some directorates of group 1 received training in 2014.
2.1.1	Percentage of directorate development plans that meet quality standards.	Directorate development and procedural plans	74%	65%	-9%	-12.2%	A sample representing 70% of directorates in 2014.
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	+0.3	+7.7%	
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	+0.5	+12.8%	
		Educational supervisors	3.1	3.5	+0.4	+12.9%	
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	41320	29125	+8712		More than one training program is given to the individual



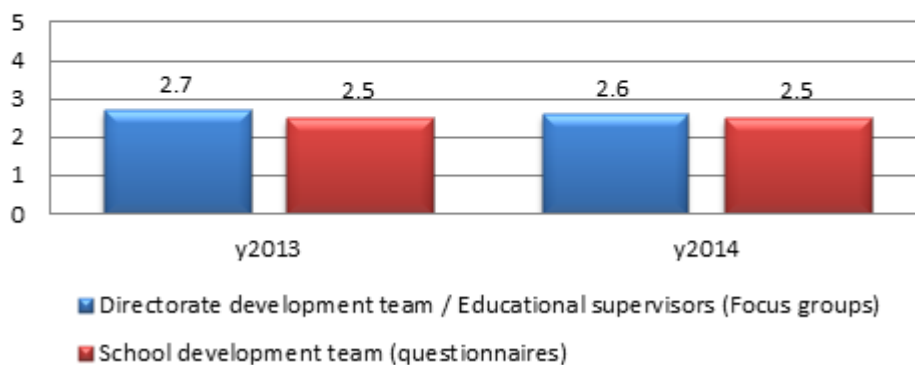
Indicator 4.1 :The degree of effectiveness for development councils formed in MoE directorates

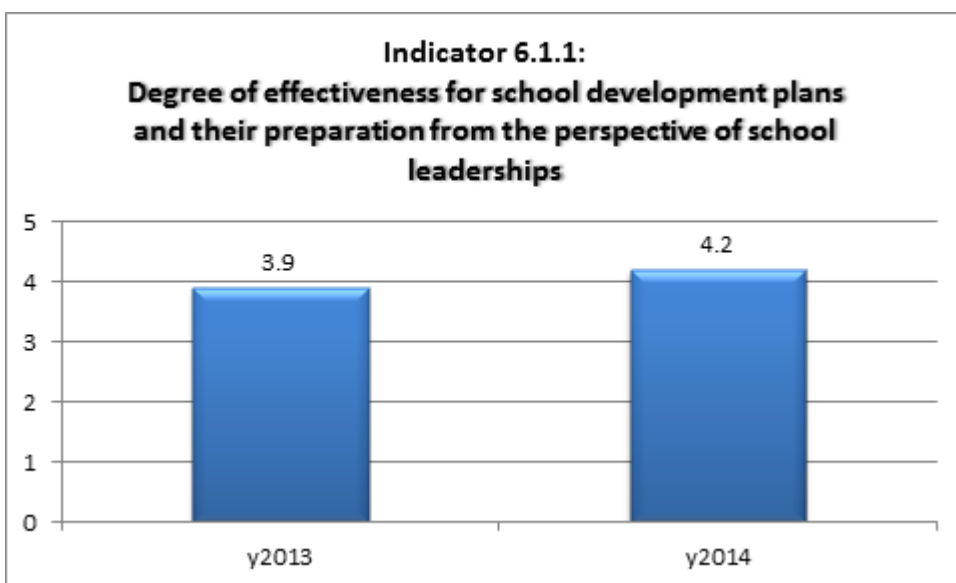
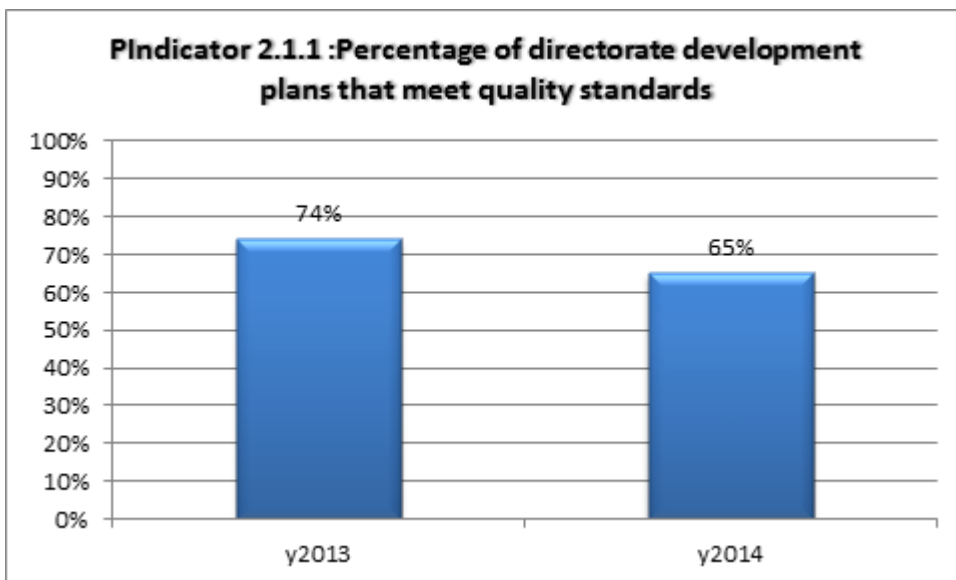
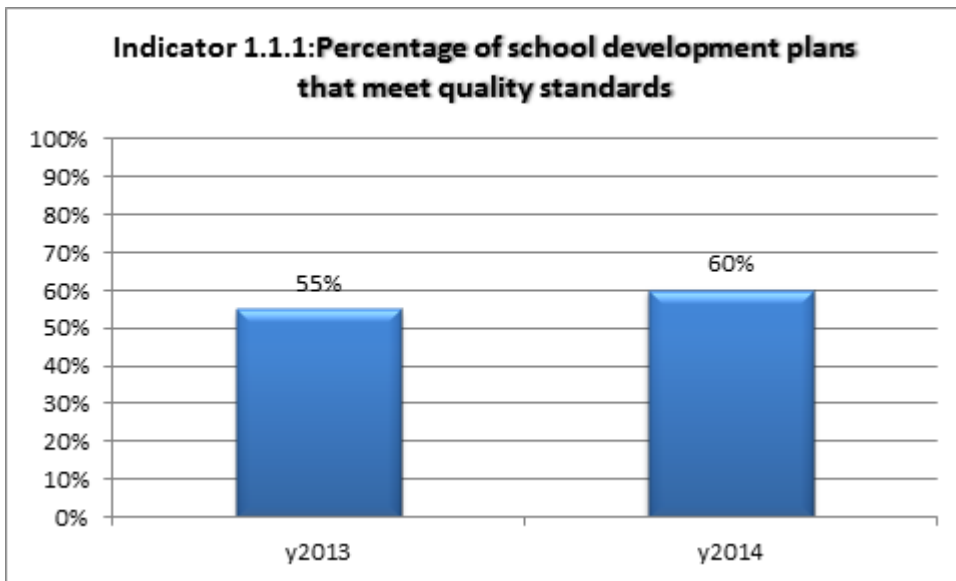


Indicator 5.1: Degree of satisfaction of principals and teachers on the quality of support provided by education directorates in view to achieve school development plans

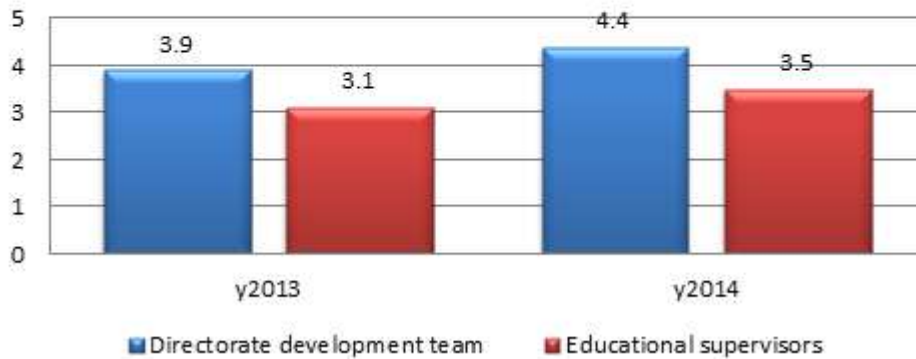


6.1 Degree of satisfaction of MoE directorate staff on the quality of support provided from MoE center for the purpose of implementing development plans for directorates.

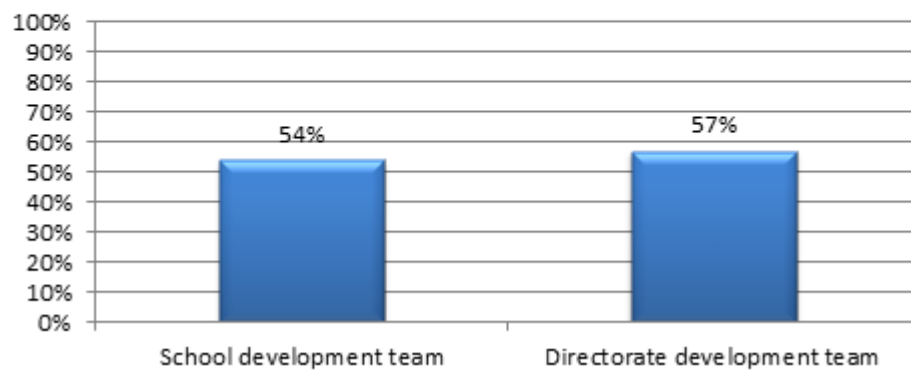




Indicator 8.1.1 :Degree of effectiveness for school development plans and their preparation from the perspective of educational leaderships in education directorates



**Indicator1.2.2
The percentage of the activities related to school and directorates implemented through receiving financial support from MOE**



Number of trainees on SDDP

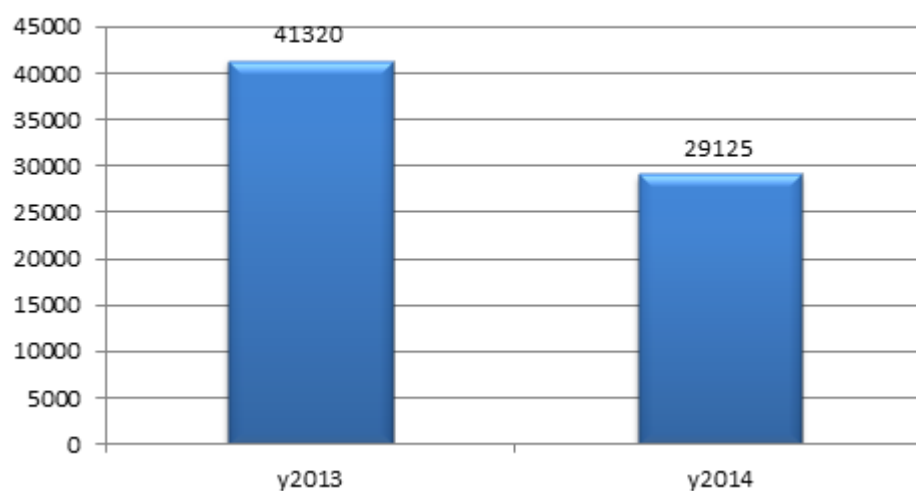


Table (41), it is noticed that results are close in percentages and differences in the measuring indicators scoring from (0%) to 16.7%). Differences are more apparent in the report of 2014 and these differences might be due to the followings:

- Errors related to the bases of measurement adopted by evaluators who collected data.
- Lessons are learned by schools and directorates from previous evaluation experiences which positively enhanced their capacity for evaluation.
- Training conducted on designing plans according to result based management explains the increase in the percentage of school development plans that apply quality standards (9.1%) in some directorates of group 1 such as South Ghor and Jerash.
- The size of the sample: in 2013 all development and procedural plans of the directorates have been evaluated while for the year of 2014, only a sample of such plans was evaluated. The size of sample could be one of the reasons that explain the decrease in the percentage of school development plans that apply quality standards scoring 12.2%.

Recommendations

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