



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

Component One: School & Directorate Development Program (SDDP)

Monitoring & Evaluation of School and Directorate Development Program (SDDP) – 2015

Interim Report – Data Analysis

Fourth Report

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Indicators	Standards	Baseline 2009	Target 2015	June 2015 Group 1	June 2015 Groups (2+3+4)	June 2015 Groups (5+6A)	June, 2015 All Groups	Notices
Intermediate Outcome: (1.0): Increased effective participation of the local community, directorates of education and Ministry's Center in school development processes.								
1.1 Qualitatively; Degree to which schools are implementing improvement plans	Percentage of activities implemented as per plan	N/A	All schools in Jordan implement their Improvement Plans as per schedule to a high degree (4.0/5.0) as per the rubrics	<p>Degree of application rate by school development teams was (3.1) out of (5.0)</p> <p>The number of schools which achieved the targeted score (5) schools out of (12) schools <i>and (42%) of them achieved the targeted implementation score</i></p> <p>Girls and mixed schools scored a higher degree of the application rate where the average reached to (3.8) which is higher than grade attained by boys' schools which scored (2.3).</p> <p>The highest degree of plans implementation was scored by the Directorate of North-Eastern Badia at (3.3) and the lowest degree was in Directorate of Education of North-Western Badia which scored (3.2)</p> <p>The average degree of application by educational supervisors was (2.5).</p>	<p>Degree of application rate by school development teams was (3.9) of (5.0).</p> <p>The number of schools which achieved the targeted score (34) schools out of (48) schools <i>and (71%) of them achieved the targeted implementation score</i></p> <p>Girls and mixed schools scored a higher degree of the application rate where the average reached to (4.2) which is higher than grade attained by boys' schools which scored (3.5).</p> <p>The highest degree of plans implementation was scored by the Directorate of Education of Rusifa at (4.8) and the lowest degree was in Directorate of Education of Bani Obeid which scored (2.5)</p> <p>The average degree of application by educational supervisors was (4.4).</p>	<p>Degree of application rate by school development teams was (3.9) of (5.0).</p> <p>The number of schools which achieved the targeted score (4.2) schools out of (72) schools <i>and (58%) of them achieved the targeted implementation score</i></p> <p>Girls and mixed schools scored a higher degree of the application rate where the average reached to (3.8) which is higher than grade attained by boys' schools which scored (3.2).</p> <p>The highest degree of plans implementation was scored by the Directorates of Education of Kerak Qasabt and Deir Alla at (4.5) and the lowest degree was in Directorate of Education of Theiban which scored (1.7)</p> <p>The average degree of application by educational supervisors was (3.9)</p>	<p>Degree of application rate by school development teams was (3.6) of (5.0).</p> <p>The number of schools which achieved the targeted score (81) schools out of (132) schools <i>and (58%) of them achieved the targeted implementation score</i></p> <p>Girls and mixed schools scored a higher degree of the application rate where the average reached to (3.9) which is higher than grade attained by boys' schools which scored (3.2).</p> <p>The highest degree of plans implementation was scored by the Directorate of Education of Rusifa at (4.8) and the lowest degree was in Directorate of Education of Theiban which scored (1.7)</p> <p>The average degree of application by educational supervisors was (4.0)</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Collaboration and teamwork spirit and willingness to achieve the desired achievements among teachers at schools. • Presence of highly effective school leaderships which encourages teachers and reinforce them in some schools. • Financial support provided by SDI for groups (5+6A) which facilitate the implementation of activities set forth in the developmental and procedural plan. • Support of educational backup in preparing the developmental and procedural plan and carry out activities. • Financial support and the contribution of the various organizations as well as local community. • The presence of specialized abilities in some schools which contribute to the implementation of training courses. • Benefit from "Madrasti" Initiative in some schools. • Activation of students' roles in preparing some activities and carrying them over in some school. <p>Weaknesses:</p> <ul style="list-style-type: none"> • Lack of financial resources in schools and Insufficiency of the grant provided by SDI for groups (5+6A) as well as delay in disbursing grants from the Ministry for groups (1-4) until May. • Lack of documentation pertains to achieved accomplishments of plans implementation and their effects on periodical reports submitted to the directorates of education • Nemours number of projects that are carried by the Ministry and international donors • Lack of monitoring and following-up of concerned personnel in the directorates of education and lack of educational support with school clusters and small number of educational supervisors in some of these directorates. • Availability of change resistance culture and lack of motivation to work on programs. • Lack of coordination among schools clusters and inefficiency of school councils of school clusters in supporting the implementation of school developmental plans. • Unsuitable school environment and facilities due to large number of rented and double-shit schools



Indicators	Standards	Baseline 2009	Target 2015	June 2015 Group 1	June 2015 Groups (2+3+4)	June 2015 Groups (5+6A)	June, 2015 All Groups	Notices
Intermediate Outcome: (1.0): Increased effective participation of the local community, directorates of education and Ministry's Center in school development processes.								
								<ul style="list-style-type: none"> Weak school administration, the instability of school staff, high class loads of teachers and development teams, huge numbers of students in many schools, continuous change in school administrations in some schools and lack of enthusiasm of some principals for programs. Weakness of collaboration, monitoring lack of reinforcement, condition of having prior consent of the directorate of education to carry out some activities as its complicated and routine procedures. Lack of training efficiency, lack of transferring the effect of training to domains coordinators and lack of vision in building up developmental plans, vague roles and responsibilities of some members of the development teams in many schools. Presence of other activities and committees for teachers on the expense of their activities of the developmental plans. <p>Recommendations:</p> <ul style="list-style-type: none"> Enact professional accountability mechanisms Increase the number of educational supervisors in the needy directorates Reduce field coordinators' class periods load to help them implement the development plans Postpone the transfer of principals and teachers to the end of the scholastic year along with rehabilitation of new members of development teams Follow up school accomplishments periodically in the field of implementing school development plans along with providing technical support and awareness necessary to implement the development plans Activate the role of development network councils and educate parents and local community about the program and enact their role in this program Integrating training programs which have common goals by the Ministry Activate training, educate concerned parties about roles and responsibility and capacity building of school development teams continuously The importance of disbursing the grant offered by the Ministry to schools at the beginning of the scholastic year.

Indicators	Standards	Baseline 2009	Target 2015	June 2015 Group 1	June 2015 Groups (2+3+4)	June 2015 Groups (5+6A)	June, 2015 All Groups	Notices
Intermediate Outcome: (1.0): Increased effective participation of the local community, directorates of education and Ministry's Center in school development processes.								
1.1 A Qualitatively; The percentage of school which implement training programs depending on the school and resulted from its developmental programs (<i>At least one program</i>)			90%	<p>Number of schools which implement developmental programs were (9) out of (12) that were evaluated.</p> <p>Therefore, <i>the general percentage of schools</i> which implement developmental programs was (75%)</p> <p>The <i>percentages of schools</i> which implement developmental programs in directorates included in the sample ranged between low in the <i>Directorate of Education North-Eastern Badia</i> at (50%) and high in the <i>Directorate of North-Western Badia</i> which was (100%)</p> <p>The average score of implementing training programs depending on school was (2.8) and the implementation scores in the directorates of educations included in the sample ranged between low in the <i>Directorate of North-Eastern</i> at (2.7) and high in the <i>Directorate of North-Western Badia</i> at (2.8)</p> <p>Girls schools achieved higher implementation degree at (3.0) compared with boy's schools which scored (2.5)</p>	<p>Number of schools which implement developmental programs were (38) out of (48) that were evaluated.</p> <p>Therefore, <i>the general percentage of schools</i> which implement developmental programs was (79%)</p> <p>The <i>percentages of schools</i> which implement developmental programs in directorates included in the sample ranged between low in the <i>Directorate of Education of Marka</i> at (33%) and high in the Directorates of <i>Rusifa, Ajlun, Al-Tayba, Al-Mazara'</i> which was (100%)</p> <p>The average score of implementing training programs depending on school was (3.2) and the implementation scores in the directorates of educations included in the sample ranged between low in the <i>Directorate of Marka</i> at (1.5) and high in the <i>Rusiafa</i> at (4.7)</p> <p>Girls schools achieved higher implementation degree at (3.8) compared with boy's schools which scored (2.6)</p>	<p>Number of schools which implement developmental programs were (60) out of (72) that were evaluated.</p> <p>Therefore, <i>the general percentage of schools</i> which implement developmental programs was (83%)</p> <p>The <i>percentages of schools</i> which implement developmental programs in directorates included in the sample ranged between low in the <i>Directorate of Education of Amman Qasabat</i> at (33%) and high in the Directorates of <i>Zarqa Qasabat, Ma'an, Kerak Qasabat, Deir A'la, Esaira and Zaraq 2nd</i>, which was (100%)</p> <p>The average score of implementing training programs depending on school was (3.2) and the implementation scores in the directorates of educations included in the sample ranged between low in the <i>Directorate of Theiban</i> at (1.5) and high in the <i>Directorate of Deir A'la</i> at (4.5)</p> <p>Girls schools achieved higher implementation degree at (3.6) compared with boy's schools which scored (2.7)</p>	<p>Number of schools which implement developmental programs were (107) out of (132) that were evaluated.</p> <p>Therefore, <i>the general percentage of schools</i> which implement developmental programs was (81%)</p> <p>The <i>percentages of schools</i> which implement developmental programs in directorates included in the sample ranged between low in the <i>Directorates of Education of Marka and Amman Qasabat</i> at (33%) and high in the Directorates of <i>Zarqa Qasabat, Ma'an, Kerak Qasabat, Deir A'la, Esaira and Zaraq 2nd, Rusifa, Ajlun, Tayba, Sourth Mazar and North Eastern Badia</i> which was (100%)</p> <p>The average score of implementing training programs depending on school was (3.2) and the implementation scores in the directorates of educations included in the sample ranged between low in the <i>Directorate of Theiban</i> at (1.5) and high in the <i>Directorate of Rusaiifa</i> at (4.7)</p> <p>Girls schools achieved higher implementation degree at (3.6) compared with boy's schools which scored (2.7)</p>	<p>Strengths:</p> <ul style="list-style-type: none"> The existence of specialized capabilities in some schools. Some teachers' motivation to participate in training workshops to build their capacity. The cooperation of Queen Rania Academy's for Teachers' training. Building development plans for schools based on their actual needs. The availability financial grant in some districts. Support provided by "Madrasti" Initiative and Jordan Education Initiative. The positive role of supervision divisions. <p>Weaknesses:</p> <ul style="list-style-type: none"> Work pressure of field coordinators and high teachers' teaching loads. Lack of interest and indifference of some teachers to attend training courses Insufficiency of allocated financial grant for training. Some plans do not include any training programs for teachers' professional development in some schools. Lack of appropriate follow-up of educational support in some directorates of education, and lack of reinforcement. Inadequate appropriate competencies or not to search for them earnestly for the implementation of professional development programs. <p>Recommendations:</p> <ul style="list-style-type: none"> Directorate of education shall carry out follow-up to schools to workshops better. Encouraging teachers to participate in the activities and motivating them to attend training courses and identifying suitable times for them to training The need to reduce teachers' class periods loads to be able to increase professional development Increasing financial grant allocated to professional development activities. The need to include all development plans for schools with professional development programs and appropriate to recognize all of teachers' needs. The need to develop criteria for the selection of appropriate competencies of teachers to be trained on various professional development programs.



Indicators	Standards	Baseline 2009	Target 2015	June 2015 Group 1	June 2015 Groups (2+3+4)	June 2015 Groups (5+6A)	June, 2015 All Groups	Notices
Intermediate Outcome: (1.0): Increased effective participation of the local community, directorates of education and Ministry's Center in school development processes.								
				Girls' schools achieved lower implementation percentage at (66%) compared with boy's schools which scored (88%)	Girls' schools achieved higher implementation percentage at (86%) compared with boy's schools which scored (72%)	Girls' schools achieved higher implementation percentage at (86%) compared with boy's schools which scored (80%)	Girls' schools achieved higher implementation percentage at (84%) compared with boy's schools which scored (77%)	

Indicators	Standards	Baseline 2009	Target 2015	June 2015 Group 1	June 2015 Groups (2+3+4)	June 2015 Groups (5+6A)	June, 2015 All Groups	Notices
1.2.Implementation degree of directorates of education which implement their developmental plans according to the approved form for the SDDP	Percentage of procedures/ activities implemented as per plan	N/A	All directorates of education implement their developmental programs at a high score (4.5/5.0 as per rubric)	<p>Degree application rate by directorates' development teams is (3.5)</p> <p>The number of directorates which achieved the targeted implementation degree was one directorate out of the sample which includes two directorates and the percentage was (50%).</p> <p>Implementation degrees between the directorates included in sample ranged between low in the <i>Directorate of North Western Badia</i> which reached to (3.0) and high in the <i>Directorate of North Eastern Badia</i> which reached to (4.0).</p>	<p>Degree application rate by directorates' development teams is (3.9)</p> <p>The number of directorates which achieved the targeted implementation degree was (6) directorates out of the sample which includes (8) directorates and percentage was (75%).</p> <p>Implementation degrees between the directorates included in sample ranged between low in the <i>Directorates of Bani Obied & Marka</i> which reached to (3.0) and high in the <i>Directorate of Ajlun</i> which reached to (5.0).</p>	<p>Degree application rate by directorates' development teams is (3.6)</p> <p>The number of directorates which achieved the targeted implementation degree was (7) directorates out of the sample which includes (12) directorates and the percentage was (58%).</p> <p>Implementation degrees between the directorates included in sample ranged between low in the <i>Directorate of Thieban</i> which reached to (1.0) and high in the <i>Directorates of Shoubak, Zarqa Qasabat & Deir A'la</i> which reached to (5.0).</p>	<p>Degree application rate by directorates' development teams is (3.8)</p> <p>The number of directorates which achieved the targeted implementation degree was (14) directorates out of the sample which includes (22) directorates and the percentage was (64%).</p> <p>Implementation degrees between the directorates included in sample ranged between low in the <i>Directorate of Thieban</i> which reached to (1.0) and high in the <i>Directorates of Shoubak, Zarqa Qasabat & Ajlun</i> which reached to (5.0).</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Technical support represented in professional development programs. • Financial support from the SDI provided to the directorates in groups (5 +6 a). • Administrative support of the directors of the directorates of education, team work, and follow-up carried out by the divisions of educational supervision. <p>Weaknesses:</p> <ul style="list-style-type: none"> • Large number of programs with common goals from various donors, the engagement of many supervisors in other programs. • Lack of clarity of roles and responsibilities among many concerned parties in the implementation of the program and the absence of many divisions of directorates of education for implementation of the plan activities and the existence of a culture of change resistance. • Delay in disbursing grant from the Ministry until the end of the school year, insufficiency the financial grant provided by the SDI and the Ministry as well as the restriction aspects of disbursement. • The absence of the active role of the educational development councils. • Geographical distance among schools and the lack of means of transportation in some cases in some districts. • The existence of binding plans provided by the Ministry to the directorates and divisions that should be implemented by them which are difficult to integrate them in developmental plans of the directorates of education. • The need for prior approval of the Ministry for the implementation of capacity building activities leading to obstruct the implementation of some of the activities in the plan, and lack of cooperation by Ministry's in the implementation of training workshops that are submitted for approval. • Permanent and frequent transfers of directors of Education, lack of enthusiasm of some of them to the program. • Conflict and overlapping of some of the Ministry's

								<p>activities with the activities of the program</p> <ul style="list-style-type: none"> • Syrian refugees' crises and some overcrowded schools as a result of the enrollment of Syrians students in the public schools, especially in the directorates of education in Governorate of Mafraq. • Lack of coordination between the divisions and directorates of the Ministry in the implementation of activities in the field, which confuses the work of the directorates of education. <p>Recommendations:</p> <ul style="list-style-type: none"> • The Ministry has to follow up the implementation of the program in the directorates of education and periodically and it has to activate the roles of directors of the directorates of education in supporting the program and activate the principle of accountability. • Documenting all achievements by schedule contained the plan and sending periodic accomplishment reports to the Ministry. • Standardizing of programs provided by various donors and orienting to support the implementation of development plans. • Clarifying the roles and responsibilities for those involved in the directorates of education and building their capacity continually. • The Ministry has to disburse allocated financial grants to the directorates of education at the beginning of the school year and with the implementation of the plans. • Taking measures and procedures to ensure activation of the roles of development councils. • Increasing the number of supervisors and supporting educators in the directorates of education to activate their roles. • The Ministry has to pay more attention in the field professional development programs prepared by the Directorate and not to delay its approval regarding such programs. • Facilitating the participation of all divisions and integrating different plans with the development plan of the directorate of education. • Activating coordination among the departments and divisions of the Ministry in the implementation of activities in the field.
1.3. Qualitatively; Degree to which education councils formed with communal participation on school clusters level are operational	<ul style="list-style-type: none"> – Councils formation – Members know their roles and responsibilities 	N/A	All Education Councils of School Clusters' are operational to a high degree (4.0/5.0) as per the rubrics	Effectiveness rate reached to (2.8). The	Effectiveness rate reached to (3.6). The	Effectiveness rate reached to (3.5). The	Effectiveness rate reached to (3.4). The	<p>Strengths:</p> <ul style="list-style-type: none"> • All membership criteria are applied on the educational council which is chaired by a member from the local community and its members include parents according to the number of the schools in the cluster, principals, male and female students from each school. Membership of the educational

	<ul style="list-style-type: none"> - Three meeting are held during the scholastic year at least - They take decisions - They implement decisions 			<p>The number of Educational councils which scored the targeted implementation degree (0) was educational councils out of (4) educational councils included in the original sample.</p> <p><i>There weren't any educational councils of school clusters (0%) achieved the targeted efficiency degree.</i></p> <p>Education councils of school clusters in the schools of the Directorate of North Western Badia scored the lowest degree at (2.5) but Education councils of school clusters in the schools of the Directorate of Education of North Eastern Badia scored the highest score at (3.8)</p> <p>Regarding criteria, "Councils Formation" criterion scored the highest degree at (3.8) and the lowest criterion was "They execute the decisions" at (1.8)</p>	<p>The number of Educational councils which scored the targeted implementation degree was (7) educational councils out of (16) educational councils included in the original sample.</p> <p><i>(44%) of educational councils of school clusters achieved the targeted efficiency degree.</i></p> <p>Education councils of school clusters in the schools of the Directorate of Ajlun scored the lowest degree at (2.9) but Education councils of school clusters in the schools of the Directorates of Education of South Mazar and South Badia scored the highest score at (4.5)</p> <p>Regarding criteria, "Councils Formation" criterion scored the highest degree at (4.7) and the lowest criterion was "They execute the decisions" at (2.8)</p>	<p>The number of Educational councils which scored the targeted implementation degree was (8) educational councils out of (24) educational councils included in the original sample.</p> <p><i>(33%) of educational councils of school clusters achieved the targeted efficiency degree.</i></p> <p>Education councils of school clusters in the schools of the Directorate of Education of Amman Qasabat scored the lowest degree at (2.2) but Education councils of school clusters in the schools of the Directorate of Education of Ebsara scored the highest score at (4.5)</p> <p>Regarding criteria, "Councils Formation" criterion scored the highest degree at (4.7) and the lowest criterion was "They execute the decisions" at (2.7)</p>	<p>The number of Educational councils which scored the targeted implementation degree was (15) educational councils out of (44) educational councils included in the original sample.</p> <p><i>(34%) of educational councils of school clusters achieved the targeted efficiency degree.</i></p> <p>Education councils of school clusters in the schools of the Directorate of Education of Amman Qasabat scored the lowest degree at (2.2) but Education councils of school clusters in the schools of the Directorates of Education of South Mazar, South Badia & Ebsara scored the highest score at (4.5)</p> <p>Regarding criteria, "Councils Formation" criterion scored the highest degree at (4.6) and the lowest criterion was "They execute the decisions" at (2.7)</p>	<p>council is balanced in terms of gender mainstreaming</p> <ul style="list-style-type: none"> • Some meetings were held in the scholastic year • Some decision were taken and some were implemented <p>Weaknesses:</p> <ul style="list-style-type: none"> • Roles and responsibilities of many members of the councils are ambiguous • Decisions that had been taken and implemented didn't fit the roles of the council • Failure to take effective decisions to serve the activities of the development plan. • The minutes of the council's meetings are not documented generally. <p>Recommendations:</p> <ul style="list-style-type: none"> • Holding awareness workshops for members of education councils to familiarize them with their roles and responsibilities • The necessity of activating the roles of the councils in order to take effective decisions to assist the directorates in the implementation and following-up their development plan. • The directorates of education need to restructure ineffective councils of education of school clusters along with taking into consideration the realization of desire and competency criteria by the members and not to elect members based on their job titles and positions or social status. • The concerned staff in the directorates of education has to follow up the activities of the council.
<p>1.4. Qualitatively; Degree to which Education Development Councils formed at the level of Field Directorates are operational</p>	<ol style="list-style-type: none"> 1. Councils formed 2. Roles and responsibilities defined 3. Meetings held 4. Decision made 5. Decision implemented 	<p>N/A</p>	<p>All Field Directorates' Education Development Councils are operational to a high degree at (4.0/5.0) score as per the rubrics</p>	<p>Effectiveness rate of the educational councils was (3.0) according to the estimations of directorates' development teams and (2.7) for member of the Educational</p>	<p>Effectiveness rate of the educational councils was (3.6) according to the estimations of directorates' development teams and (3.6) for member of the Educational Reform Council.</p>	<p>Effectiveness rate of the educational councils was (3.6) according to the estimations of directorates' development teams and (3.3) for member of the Educational Reform Council.</p>	<p>Effectiveness rate of the educational councils was (3.6) according to the estimations of directorates' development teams and (3.4) for member of the Educational Reform Council.</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • All membership criteria are applied on the educational council which is chaired by a member from the local community and its members include heads of the educational councils of school clusters, students (male & female) who represent Students' Parliaments councils in the directorate of education and council is balanced in terms of gender mainstreaming

				<p>Reform Council.</p> <p>The General average of the council and the team was (2.9).</p> <p>(0%) of councils achieved the targeted efficiency degree by both the directorate development team and the educational reform council.</p> <p>The highest degree was scored by the <i>Directorate of Education of North Eastern Badia</i> at (3.4) whereas the <i>Directorate of Education of North Eastern Badia</i> achieved lowest rate at (2.3)</p>	<p>The General average of the council and the team was (3.6)</p> <p>(50%) of councils achieved the targeted efficiency degree by the directorate development team which scored and (38%) by the educational reform council.</p> <p>The highest degree was scored by the <i>Directorate of Education of Al-Tayba & Wastiya</i> at (4.8) whereas the <i>Directorates of Education of Marka and Ajlun</i> achieved the lowest degree at (2.4)</p>	<p>The General average of the council and the team was (3.5)</p> <p>(50%) of councils achieved the targeted efficiency degree by the directorate development team which scored and (33%) by the educational reform council.</p> <p>The highest degree was scored by the <i>Directorate of Education of Ebsaira</i> at (5.0) whereas the <i>Directorate of Amman Qasabat</i> achieved the lowest degree at (1.8)</p>	<p>The General average of the council and the team was (3.5)</p> <p>(45%) of councils achieved the targeted efficiency degree by the directorate development team which scored and (32%) by the educational reform council.</p> <p>The highest degree was scored by the <i>Directorate of Education of Ebsaira</i> at (5.0) whereas the <i>Directorate of Amman Qasabat</i> achieved the lowest degree at (1.8)</p>	<ul style="list-style-type: none"> Some scheduled meetings were held in the scholastic year Some decisions were taken regarding issues that were discussed in the meetings as well as some of these decisions were followed up and implemented. <p>Weaknesses:</p> <ul style="list-style-type: none"> Roles and responsibilities of many members of the councils are ambiguous Failure to take effective decisions to serve the activities of the development plan <p>Recommendations:</p> <ul style="list-style-type: none"> Stakeholders in the departments of Education should hold awareness workshops for members of councils of education development of the directorates to familiarize them with their roles and responsibilities The necessity of activating the roles of the councils in order to take effective decisions to assist the directorates in the implementation of their development plans
<p>1.5. Qualitatively; Degree of satisfaction of principals and teachers concerning support provided by the directorates of education to achieve the goals of the school development plans.</p>	<p>– Support provided based on the needs of the schools. (See the items of the questionnaire 1.5)</p>	<p>A N/</p>	<p>High level of satisfaction (4.0/5.0) as per the rubrics</p>	<p>Focus Groups School principals and teachers demonstrated degree of satisfaction at (2.7) (Weak).</p> <p>The highest degree of satisfaction was scored by <i>the Directorate of Education of North Eastern Badia</i> at (3.0) (Weak) and the least satisfaction degree was scored by <i>the Directorate of Education of North Western Badia</i> at (2.3) (Low)</p> <p>Males and females scored satisfaction degree was (2.2) and (3.2) respectively</p>	<p>Focus Groups School principals and teachers demonstrated degree of satisfaction at (3.5) (Acceptable).</p> <p>The highest degree of satisfaction was scored by <i>the Directorate of Education of Petra</i> at (4.3) (Weak) and the least satisfaction degree was scored by <i>the Directorate of Education of South Mazar</i> at (2.3) (Low)</p> <p>Males and females scored satisfaction degree was (3.1) and (3.4) respectively</p>	<p>Focus Groups School principals and teachers demonstrated degree of satisfaction at (3.3) (Weak).</p> <p>The highest degree of satisfaction was scored by <i>the Directorate of Education Shobak</i> at (4.3) (Acceptable) and the least satisfaction degree was scored by <i>the Directorate of Education of Bani Kenana</i> at (2.2) (Low)</p> <p>Males and females scored satisfaction degree was (3.1) and (3.4) respectively</p>	<p>Focus Groups School principals and teachers demonstrated degree of satisfaction at (3.3) (Weak).</p> <p>The highest degree of satisfaction was scored by <i>the Directorates of Education of Petra and Shobak</i> at (4.3) (Acceptable) and the least satisfaction degree was scored by <i>the Directorate of Education of Bani Kenana</i> at (2.2) (Low)</p> <p>Males and females scored satisfaction degree was (3.1) and (3.5) respectively</p>	<p>Strengths:</p> <ul style="list-style-type: none"> The directorates of education provide technical support to schools through professional development programs for teachers and principals The directorates of education provide equipment, supplies and maintenance work that schools need <p>Weaknesses:</p> <ul style="list-style-type: none"> The weakness of directorates of education in the field of providing appropriate and effective environment to communicate with schools Inefficient training on programs pertain to school and directorate development Unjust distribution of services among schools and the lack of interest of the directorates of education in boys' schools compared with girls' schools Lack of support offered the directorates of education to motivate and stimulate local community to participate in school activities Frequent transfers among the administrative and teaching staff during the scholastic year and the continuous change of supportive educators of clusters with a clear weakness in the attribution of educational roles Lack of follow-up and guidance offered by the directorates of education pertain to the program and

				<p>Questionnaire Analysis School principals and teachers demonstrated degree of general satisfaction at (2.8) (Weak).</p> <p>The highest degree of satisfaction was scored by <i>the Directorate of Education of North Easterb Badia</i> at (2.9) (Weak) and the least degree was scored by <i>the Directorate of Education of North Western Badia</i> at (2.8) (Weak)</p> <p>Males and females scored satisfaction degree was (2.7) and (3.0) respectively</p> <p>The highest degree of satisfaction was scored on paragraph 13 "The directorate oversees the implementation of national and international tests and keep records of their results" at (3.5) whereas Paragraph 3/E "The directorate of education provides school principals and teachers with suitable professional development activities regarding teaching-learning process to students with special needs "gifted and slow learners" scored the least satisfaction</p>	<p>Questionnaire Analysis School principals and teachers demonstrated degree of general satisfaction at (3.3) (Weak).</p> <p>The highest degree of satisfaction was scored by <i>the Directorate of Education of Petra</i> at (3.6) (Acceptable) and the least degree was scored by <i>the Directorate of Education of South Badia</i> at (3.0) (Weak)</p> <p>Males and females scored satisfaction degree was (3.2) and (3.4) respectively</p> <p>The highest degree of satisfaction was scored on paragraph 13 "The directorate oversees the implementation of national and international tests and keep records of their results" at (4.9) whereas Paragraph 11 "The directorate of education helps schools in to work effectively with students with special needs (human, financial and technical resources) scored the least satisfaction degree at (2.7)</p>	<p>Questionnaire Analysis School principals and teachers demonstrated degree of general satisfaction at (3.1) (Weak).</p> <p>The highest degree of satisfaction was scored by <i>the Directorates of Education of Karak Qasabat and Ebsaira</i> at (3.6) (Acceptable) and the least degree was scored by <i>the Directorate of Education of Bani Kenana</i> at (2.5) (Weak)</p> <p>Males and females scored satisfaction degree was (2.9) and (3.3) respectively</p> <p>The highest degree of satisfaction was scored on paragraph 26 "The directorate staff carries out field visits to follow up the achievement of the goals of the directorate's plans" at (3.8) whereas Paragraph 11 "The directorate of education helps schools in to work effectively with students with special needs (human, financial and technical resources) which scored the least satisfaction degree at (2.7) , Paragraph (10) "The directorate helps schools build individual plans for students with special needs "gifted</p>	<p>Questionnaire Analysis School principals and teachers demonstrated degree of general satisfaction at (3.2) (Weak).</p> <p>The highest degree of satisfaction was scored by <i>the Directorates of Education of Petra, Karak Qasabat and Ebsaira</i> at (3.6) (Acceptable) and the least degree was scored by <i>the Directorate of Education of Bani Kenana</i> at (2.5) (Weak)</p> <p>Males and females scored satisfaction degree was (3.0) and (3.3) respectively</p> <p>The highest degree of satisfaction was scored on paragraph 13 "The directorate oversees the implementation of national and international tests and keep records of their results", and paragraph 26 "The directorate staff carries out field visits to follow up the achievement of the goals of the directorate's plans" at (3.7) whereas Paragraph 11 "The directorate of education helps schools in to work effectively with students with special needs (human, financial and technical resources) scored the least satisfaction degree at (2.5)</p>	<p>lack of providing continuous feedback on the performance of schools in the implementation of activities related to development plans</p> <ul style="list-style-type: none"> • Insufficient number of the educational supporters mainly in certain majors and specializations <p>Recommendations:</p> <ul style="list-style-type: none"> • The directorates of education need to raise the level of communication and cooperation with schools and to increase the level of support provided to them • The directorates of education need to hold periodic workshops which include coordinators of areas and supervisors to educate everyone on their roles and responsibilities • Adoption and fixation of schools clusters within the geographical area and not to change them during the period of school development. • The directorates of education need to pay more attention to boys' schools and support them in the implementation of the development plan activities along with the provision of equal distribution of services among the school • The directorates of education need to activate periodic follow-up of schools; especially boy's schools in order to achieve activities of development plans. In addition to facilitating administrative procedures which contribute to the implementation of the activities of the plan • Stop transferring among principals and teachers during the scholastic year • The directorates of education have to carry out awareness campaigns for the local community about the SDDP through the various mass media.
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				degree at (2.0)		and slow learners" and Paragraph 3/E "The directorate of education provides school principals and teachers with suitable professional development activities regarding teaching-learning process to students with special needs "gifted and slow learners" scored the least satisfaction degree at (2.5)		
1.6. Qualitatively; Degree of satisfaction of Field Directorate staff concerning support provided by MoE center to implement Field Directorate Improvement Plans	<ul style="list-style-type: none"> – Support provide by MoE to ensure the optimal use and continue in developing the database on common needs of schools – Support provided by educational supervisors in MoE center to help directorates implement their professional plan to meet their need and the common needs of schools – Feedback provided by 	N/A	High level of satisfaction (4.0/5.0) as per the rubrics	<p>Focus Groups The degree of satisfaction varied between Directorates' Development Team which reached at (3.5) but it was (2.5) for supervisors</p> <p>The general satisfaction degree was (3.0) (Weak)</p> <p>The satisfaction degree between the two directorates included in the sample was the same: <i>The Directorate of Education of North Eastern Badia</i> and <i>The Directorate of Education of North Western Badia</i> which scored the same degree at (3.0)</p>	<p>Focus Groups The degree of satisfaction varied between Directorates' Development Team which reached at (3.1) but it was (3.2) for supervisors</p> <p>The general satisfaction degree was (3.2) (Weak)</p> <p>The satisfaction degree among directorate ranged between (Low) at (2.0) in the <i>The Directorate of Education of South Badia</i> to (High) in the <i>Directorates of Education of Marka and Petra</i> at (4.0)</p>	<p>Focus Groups The degree of satisfaction varied between Directorates' Development Team which reached at (3.3) but it was (2.8) for supervisors</p> <p>The general satisfaction degree was (3.1) (Weak)</p> <p>The satisfaction degree among directorate ranged between (Low) at (2.0) in the <i>The Directorate of Education of Theiban</i> to (High) in the <i>Directorate of Education Deir A'lla</i> at (4.0)</p>	<p>Focus Groups The degree of satisfaction varied between Directorates' Development Team which reached at (3.3) but it was (2.9) for supervisors</p> <p>The general satisfaction degree was (3.1) (Weak)</p> <p>The satisfaction degree among directorate ranged between (Low) at (2.0) in the <i>The Directorates of Education of South Badia and Theiban</i> to (High) in the <i>Directorates of Education of Marka , Petra</i> and Deir A'lla at (4.0)</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Educational supervisors' new role which based on offering their experience to anyone who wants to benefit from • Issuance of legislations and regulations related to the educational councils and development councils • Monitoring and evaluation provided by the Managing Directorate of Planning and Educational Research at the Ministry's center to the SDDP <p>Weaknesses:</p> <ul style="list-style-type: none"> • Poor communication and follow-up by the Managing Directorate of Education Training Center at the Ministry's center to SDDP and failure to provide feedback on report submitted by the directorates of education • Lack of support provided by the educational supervisors at Ministry's center to assist directorates of education in implementing professional development plans to meet their needs and the common needs of schools • Delay in disbursing the financial grants allocated to schools and directorates of education until May. • Lack of a sufficient number of supervisors to cover the program as required



<p>MoE center on reports submitted by directorates</p> <ul style="list-style-type: none"> – Support provided by MoE center to activate the role of the Educational council. – Support provide by MoE center to help directorate implement regulations when disbursing the grant and carry out financial analysis of the grant to define aspects of its disbursement at schools and directorates – The effect of data and information resulted from the implementation of SDDP submitted by directorates to MoE on policy development or to reach at new policies or instructions – Others 			<p>Questionnaire Analysis The general satisfaction degree was (2.6) (Low)</p> <p>The degree of the general satisfaction ranged from low in <i>The Directorate of Education of North Eastern Badia</i> at (2.6) to high in <i>The Directorate of Education of North Western Badia</i> at (2.7)</p> <p>The highest degree of satisfaction was on paragraph 1 “Support provided by the Ministry to ensure the optimal use and improvement of the common needs database of schools ” which reached to (2.8) whereas the least degree was on paragraph 2 “Support provided by the educational supervisors in the Ministry's center to help the directorate implement the professional development plan to the directorate' needs and the common need of schools ” was (2.5)</p>	<p>Questionnaire Analysis The general satisfaction degree was (3.0) (Weak)</p> <p>The degree of the general satisfaction ranged from (Low) in <i>The Directorates of North Mazar</i> and <i>the Directorate of South Badia</i> at (2.8) to (High) in <i>The Directorate of Education of Al-Tayba & Wastiya</i> at (3.4)</p> <p>The highest degree of satisfaction was on paragraph 5 “The Ministry follows up the directorate in carrying out the financial analysis of the disbursement of the grant in schools and directorates and follows up the disbursement ” and paragraph 3 “Feedback provided by the Ministry on the reports submitted by your directorate” which reached to (3.2) whereas the least degree was on paragraph 4 “Support provided by MoE to enact the role of the educational councils” was (2.7)</p>	<p>Questionnaire Analysis The general satisfaction degree was (2.8) (Weak)</p> <p>The degree of the general satisfaction ranged from (Low) in <i>The Directorate of Theiban</i> at (2.1) to (High) in <i>The Directorate of Education Irbid Qasabat</i> at (3.4)</p> <p>The highest degree of satisfaction was on paragraph 5 “The Ministry follows up the directorate in carrying out the financial analysis of the disbursement of the grant in schools and directorates and follows up the disbursement ” which reached to (3.0) whereas the satisfaction degree concerning the other paragraphs (1,2,3,4,6) was (2.8)</p>	<p>Questionnaire Analysis The general satisfaction degree was (2.9) (Weak)</p> <p>The degree of the general satisfaction ranged from (Low) in <i>The Directorate of Theiban</i> and at (2.1) to (High) in <i>The Directorates of Education of Irbid Qasabt and Al-Tayba & Wastiya</i> at (3.4)</p> <p>The highest degree of satisfaction was on paragraph 5 “The Ministry follows up the directorate in carrying out the financial analysis of the disbursement of the grant in schools and directorates and follows up the disbursement ” and paragraph 3 “Feedback provided by the Ministry on the reports submitted by your directorate” which reached to (3.0) whereas the least degree was on paragraph 2 “Support provided by the educational supervisors in the Ministry's center to help the directorate implement the professional development plan to the directorate' needs and the common need of schools” and paragraph 4 “Support provided by MoE to enact the role of the educational councils” was (2.8)</p>	<ul style="list-style-type: none"> • Multiplicity of programs and projects with similar goals, which are carried out by the Ministry and lack of coordination among them. In addition to the large number of incongruent training courses • The extended length time of the training programs provided and choosing inappropriate time to carry out training in the field. • The degradation of the specialized supervisory work • Lack of clear and specified professional accountability mechanism <p>Recommendations:</p> <ul style="list-style-type: none"> • The Ministry has to develop a database of the common needs of the directorates of education. • The Ministry should amend the instructions pertain to the financial support offered to the directorates of education and schools so that the value of support meets their actual needs. • The Ministry has to organize and hold ongoing workshops to raise awareness of the importance of the program to clarify the roles and responsibilities of all those involved in the program. • Educational supervisors at the Ministry's center should provide the required support to help directorates of education implement professional development plans to meet the needs of the directorates and the common needs of the schools. • The Ministry has to provide sufficient number of supervisors to cover the program as required. • The Ministry has to integrate development programs that have similar objectives. • The Ministry has to center should carry out ongoing follow-up and coordination and provide feedback on the reports submitted which are related to SDDP and intensify field visits to the directorates of education by the supervisors of the Ministry.
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Indicators	Standards	Baseline 2009	Target 2015	June 2015 Group 1	June 2015 Groups (2+3+4)	June 2015 Groups (5+6A)	June, 2015 All Groups	Notices
1.7. Qualitatively Degree to which SDDP Communication Strategy is implemented		N/A	High level of implementation (4.0/5.0) as per the rubrics				Implementation degree average was (5.0/5.0)	<p>Accomplishment achieved up to date:</p> <ul style="list-style-type: none"> • The communication strategy was approved in the second half of the year 2012. • Holding awareness sessions on the strategy to the Head of divisions of Information and Communal Communication in the field directorates. • Holding discussion meetings with the elements of the educational matrix and social activities to build partnerships between the educational institutions and local community. • Preparation of training manuals which were experimented on a sample of directors in the Ministry's center within special training manual of the senior management • Training of (60) employees out of the Ministry's staff on the training guide from divisions of Information and Communal Communication, Public Service at the Directorate of General Divan and the staff of Department of Website in the Managing Directorate of the Queen Rania Center for Education and Information Technology as well as technical and administrative director and head of divisions of information in the field directorates. • Launching journalistic campaign to introduce the SDDP program and disseminating success stories • Establishment of group for social communication regarding the strategy. <p>Strengths:</p> <ul style="list-style-type: none"> • Formation of knowledgeable and experienced communication team which consists of: <ul style="list-style-type: none"> ➔ the directors of the communal communication, ➔ Head of division of public relations and information ➔ Head of division of SDD, ➔ M&E coordinator at the DCU • Presence of trained and qualified heads of divisions of information who are ready to work in the field directorates • Positive relations with mass media and local press representatives. <p>Weaknesses:</p> <ul style="list-style-type: none"> • Lack of sufficient enthusiasm regarding the communal communication strategy by some of

								relevant managing directorates
								<ul style="list-style-type: none"> • Weak institutionalization and structuralization of communication in Ministry of Education. • Lack of abilities and motivation in the concerned managing directorates regarding communication • In sufficient financial allocations • Duties are poorly introduced in the employees' job description cards within the concerned divisions. • The implementation of the strategy of 2015 was not completed.
1.8. Qualitatively; The degree of satisfaction of MoE staff with inter-departmental communications at the Ministry's Center with Field Directorates and Schools and with communication with local community in relation to SDDP		N/A	High level of satisfaction (4.0/5.0) as per the rubrics					Satisfaction was not measured.
Immediate Outcome 1.1: A whole-school needs-based, gender sensitive development approach at the level of MoE Center, Field Directorates and schools implemented with active participation of local community								
1.1.1 Quantitatively; Percentage of school improvement plans that meet minimum quality standards	<ul style="list-style-type: none"> – Priorities defined based on school needs as shown by the self-review data – Results aligned with school's priorities – Indicators aligned with desired results – Procedure/activities aligned with results – There is logic linkage between activities and 	N/A	90% of school plans meet minimum standards (4.0 Score) as per the rubrics	<p>The average degree of quality standards congruity was (3.0)</p> <p>The lowest degree was scored by <i>the Directorate of Education of North Western Badia</i> at (2.7) and the highest was scored by <i>the Directorate of Education of North Western Eastern Badia</i> at (3.3).</p> <p>The standard which scored highest degree of congruity was "<i>Priorities defined according to the school's needs as shown by the self-review</i>" at (3.9)</p>	<p>The average degree of quality standards congruity was (3.9)</p> <p>The lowest degree was scored by <i>the Directorate of Education Marka</i> at (3.9) and the highest was scored by <i>the Directorate of Education of South Badia</i> at (3.3).</p> <p>The standard which scored highest degree of congruity was "<i>Priorities defined according to the school's needs as shown by the self-review</i>" and <i>the "Results are results are linked with the</i></p>	<p>The average degree of quality standards congruity was (4.0)</p> <p>The lowest degree was scored by <i>the Directorate of Education Theiban</i> at (2.8) and the highest was scored by <i>the Directorate of Education of Deir A'lla</i> at (4.8).</p> <p>The standard which scored highest degree of congruity was "<i>Priorities defined according to the school's needs as shown by the self-review</i>" and <i>the "Results are results are linked with the</i></p>	<p>The average degree of quality standards congruity was (3.8)</p> <p>The lowest degree was scored by <i>the Directorate of Education North Western Badia</i> at (2.7) and the highest was scored by <i>the Directorate of Education of Deir A'lla</i> at (4.8).</p> <p>The standard which scored highest degree of congruity was "<i>Priorities defined according to the school's needs as shown by the self-review</i>" and <i>the "Results are results are linked with the</i></p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Priorities were defined according to of the directorates' needs and school's common needs as shown by the self-review data in many of the plans • Results are linked with directorates' priorities and school's common needs in most of the plans • Results are correctly written in most of the plans • Indicators are linked with the desired results in most of the plans. • There is a logical linkage between activities and results in most of the plans. • Responsibilities were defined for all activities to be implemented in most of the plans. • Many plans were endorsed by the educational council of schools cluster. • The implementation timetable of many of the plans is realistic. • Many plans were gender sensitive. <p>Weaknesses:</p> <ul style="list-style-type: none"> • Timeframe of implementation in some plans is not realistic

	<p>results – Responsibilities assigned for each procedure/activity intended to implement – Realistic implementation timeframe – Endorsed by the education council of schools cluster</p>			<p>whereas the lowest was Realistic implementation timeframe at (2.3). Girls' schools achieved lower degree which arrived to (2.9) compared with boys' schools which scored (3.3). Standards concurred with (5) plans out of (27) which were evaluated. Therefore; the percentage of school development plans' alignment with quality standards was (17%)</p>	<p>priorities of the school at (4.4) whereas the lowest was "Realistic implementation timeframe" at (3.1). Girls' schools achieved higher degree which arrived to (4.4) compared with boys' schools which scored (3.7). Standards concurred with (37) plans out of (71) which were evaluated. Therefore; the percentage of school development plans' alignment with quality standards was (52%)</p>	<p>priorities of the school at (4.4) whereas the lowest was "Realistic implementation timeframe" at (3.2). Girls' schools achieved higher degree which arrived to (4.1) compared with boys' schools which scored (3.7). Standards concurred with (45) plans out of (126) which were evaluated. Therefore; the percentage of school development plans' alignment with quality standards was (60%)</p>	<p>priorities of the school at (4.3) whereas the lowest was "Realistic implementation timeframe" at (3.0). Girls' schools achieved higher degree which arrived to (3.9) compared with boys' schools which scored (3.7). Standards concurred with (117) plans out of (224) which were evaluated. Therefore; the percentage of school development plans' alignment with quality standards was (52%)</p>	<ul style="list-style-type: none"> Some plans were endorsed by the educational council of schools cluster. Many plans weren't gender sensitive. <p>Recommendations:</p> <ul style="list-style-type: none"> The Ministry should build the capacity of those who are involved in the schools and directorates of education in the area of results-oriented management Concerned staff in the directorates of education should visit schools periodically to ensure implementation of the recommendations contained in the M&E report issued by the Division of Monitoring and Evaluation.
<p>1.1.2 Quantitatively; Percentage of field directorate improvement plans that meet minimum quality standards</p>	<p>– Priorities defined based on school needs as shown by the self-review data – Results aligned with school's priorities – Indicators aligned with desired results – Procedure/activities aligned with results – There is logic linkage between activities and results – Responsibilities assigned for each procedure/activity</p>	<p>N/A</p>	<p>90% of school plans meet minimum standards (4.0/0.5 Score) as per the rubrics</p>	<p>The average degree of quality standards congruity was (3.2) The lowest degree was scored by the Directorate of Education of North Western Badia at (4.2) and the highest was scored by the Directorate of Education of North Western Eastern Badia at (3.9). The standard which scored lowest degree of congruity was "Plans are gender sensitive" at (1) [NO] whereas the highest was Priorities & responsibilities were defined "at (4.5).</p>	<p>The average degree of quality standards congruity was (4.6) The lowest degree was scored by the Directorate of Education of Bani Obied and Directorate of Education of Petra at (4.2) and the highest was scored by the Directorate of Education of Rusiafa at (5.0). The standard which scored lowest degree of congruity was "Plans are gender sensitive" at (4.0) [YES] whereas the highest was "Realistic implementation timeframe" at (5.0).</p>	<p>The average degree of quality standards congruity was (4.4) The lowest degree was scored by the Directorate of Education of University District at (3.4) and the highest was scored by the Directorates of Education of Amman Qasabat and Deir A'lla at (5.0). The standard which scored lowest degree of congruity was "Plans are gender sensitive" at (3.7) [YES] whereas the highest was "Priorities & responsibilities were defined & Plans are correctly written and indicators are linked with results" at (4.9).</p>	<p>The average degree of quality standards congruity was (4.4) The lowest degree was scored by the Directorate of Education of North Western Badia at (2.4) and the highest was scored by the Directorates of Education of Amman Qasabat, Deir A'lla, Ebsaira & Rusiafa at (5.0). The standard which scored lowest degree of congruity was "Plans are gender sensitive" at (3.5) [YES] whereas the highest was "Priorities & were defined" at (5.0).</p>	<p>Strengths:</p> <ul style="list-style-type: none"> In most plans, priorities are defined according to the needs of directorates of education and the common needs of their schools as shown in self-revision data in most plans. Results are linked with directorates' priorities and school's common needs in most of the plans Results are correctly written in most of the plans Indicators are linked with the desired results in most of the plans. There is a logical linkage between activities and results in most of the plans. Responsibilities were defined for all activities to be implemented in most of the plans. Many plans were endorsed by the educational council of schools cluster. The implementation timetable of many of the plans is realistic. Many plans were gender sensitive. <p>Weaknesses:</p> <ul style="list-style-type: none"> Timeframe of implementation in some plans is not realistic Some plans were endorsed by the educational council of schools cluster. Many plans weren't gender sensitive. <p>Recommendations:</p>

	<ul style="list-style-type: none"> – Realistic implementation on timeframe – Endorsed by the education council of schools cluster – Plans were Gender sensitive 			Standards concurred with (0) plans out of (2) which were evaluated. Therefore; the percentage of school development plans' alignment with quality standards was (0%)	Standards concurred with (8) plans out of (8) which were evaluated. Therefore; the percentage of school development plans' alignment with quality standards was (100%)	Standards concurred with (10) plans out of (12) which were evaluated. Therefore; the percentage of school development plans' alignment with quality standards was (83%)	Standards concurred with (18) plans out of (22) which were evaluated. Therefore; the percentage of school development plans' alignment with quality standards was (82%)	<ul style="list-style-type: none"> • The Ministry should build the capacity of those who are involved in the schools and directorates of education in the area of results-oriented management • Concerned staff in the directorates of education should visit schools periodically to ensure implementation of the recommendations contained in the M&E report issued by the Division of Monitoring and Evaluation.
1.1.3 Qualitatively; Level to which gender is mainstreamed in SDDP	N/A	High level of integration (5.0/4.0 score) as per the rubrics						This indicator is not measured
1.1.4 Quantitatively; Number of communication initiatives related to SDDP as per the communication strategy		N/A	All initiatives in the Communications Strategy			4	N/A	<ul style="list-style-type: none"> • The establishment of special website for the SDDP has started. • Dissemination of self-review databases of schools to Ministry Center, donors, and other partners to benefit from in directing support. • Participation in the King Abdullah II Award for Excellence and Transparency in domain of "Innovative Programs and Initiatives " • Participation in the National Initiative of the Transparent Government through the educational development councils and Ministry won on the local level and it participated on the international level.
1.1.5 Quantitatively; Number of School Improvement plans are developed according to the approved form for SDDP		N/A	All schools throughout the Kingdom	(866) schools and (7) directorates of education	(1311) schools and (16) directorates of education	(872) schools and (12) directorates of education	(3049) schools and (35) directorates of education	<p>Group One: Jerash, North-Eastern Badia, North-Western Badia, Mafrq District, Al-Mowqar and Al-Giza.</p> <p>Group Two: Madaba, South Mazar, Bain Obied and North Mazar.</p> <p>Group Three: Marka, Ein Al-Basha, Russaifah, Ramtha, Al-Qsar, and South Badia.</p> <p>Group Four: Petra, Tafela, Al-Tayba & Al-Wasteya, Ajlun, Al-Quwaisma and Salt</p> <p>Group Five: Amman Qasabat, Irbid Qasabat, Zarqa Qasabat, Ma'an Qasabat, Shobak</p> <p>Group Six: University District, Theiban, Ebsaira, Karak Qasabat, Bani Kenana, Deir A'lla</p>
1.1.6 Qualitatively; Degree of effectiveness of the process for	1. Establishment of school development team	N/A	High degree of effectiveness (5.0/4.0) score as per the rubrics	The degree of effectiveness according principals' and school	The degree of effectiveness according principals' and school developments teams'	The degree of effectiveness according principals' and school developments teams'	The degree of effectiveness according principals' and school developments teams'	<p>Strengths:</p> <ul style="list-style-type: none"> • Development teams were established based on the nomination of the principals and in accordance with competency. The development team consists

<p>developing school improvement plans from the viewpoint of school leaders)</p>	<p>2. State of readiness (leadership, community partnership, gender, school development plans) 3. Self-review 4. Needs arrangement & prioritization 5. Developing school improvement plans 6. Sharing SIP with educational councils</p>			<p>developments teams' estimations were (3.4)</p> <p>The standard "Sharing of schools development plans with the educational councils" scored the lowest degree of effectiveness at (2.0) whereas the standard "self-review" achieved the highest score at (4.0)</p> <p>Girls' schools scored higher degree at (4.0) than boys' schools at (2.8).</p>	<p>estimations were (4.0)</p> <p>The standard "Sharing of schools development plans with the educational councils" scored the lowest degree of effectiveness at (3.0) whereas the standard "self-review" achieved the highest score at (4.5)</p> <p>Girls' schools scored higher degree at (4.2) than boys' schools at (3.9).</p>	<p>estimations were (3.9)</p> <p>The standard "Sharing of schools development plans with the educational councils" scored the lowest degree of effectiveness at (2.8) whereas the standard "Establishment of school development team" achieved the highest score at (4.5)</p> <p>Girls' schools scored higher degree at (4.1) than boys' schools at (3.7).</p>	<p>estimations were (3.9)</p> <p>The standard "Sharing of schools development plans with the educational councils" scored the lowest degree of effectiveness at (2.8) whereas the standard "Establishment of school development team" achieved the highest score at (4.4)</p> <p>Girls' schools scored higher degree at (4.1) than boys' schools at (3.7).</p>	<p>of the principal and four teachers according to the domain in most schools.</p> <ul style="list-style-type: none"> The principals attended all relevant training programs and they arranged awareness campaigns the program to school community The Schools carried out comprehensive self-review through using program methodology and implemented it on teachers, students and local community. Needs were arranged by levels resulting from the review process and priorities of levels (1 +2) were chosen. The development plan was designed for the school according to program methodology with the participation of members of the school development team The Educational Council of the schools Cluster review school development plan which was approved and signed by the director <p>Weaknesses:</p> <ul style="list-style-type: none"> Principals didn't transfer knowledge/impact of the program to all of those who involved in the schools Domains coordination Team did not participate in designing development plans Educational Council of schools clusters didn't discuss development plans for schools and it didn't record any observations on these plans or provide feedback to schools Priorities were not chosen upon the standards of the SDDP
<p>1.1.7 Quantitatively; Number of Improvement plans which are developed according to the approved form for SDDP</p>		<p>N/A</p>	<p>All schools throughout the Kingdom</p>	<p>(7) directorates of education</p>	<p>(16) directorates of education</p>	<p>(12) directorates of education</p>	<p>(35) directorates of education</p>	<p>Group One: Jerash, North-Eastern Badia, North-Western Badia, Mafraq District, Al-Mowqar and Al-Giza. Group Two: Madaba, South Mazar, Bain Obied and North Mazar. Group Three: Marka, Ein Al-Basha, Russaifah, Ramtha, Al-Qsar, and South Badia. Group Four: Petra, Tafela, Al-Tayba & Al-Wasteya, Ajlun, Al-Quwaisma and Salt Group Five: Amman Qasabat, Irbid Qasabat, Zarqa Qasabat, Ma'an Qasabat, Shobak Group Six: University District, Theiban, Ebsaira, Karak Qasabat, Bani Kenana, Deir A'lla</p>
<p>1.1.8 Qualitatively; Efficiency degree of preparation process of improvement plans of the directorate from the viewpoint of</p>	<p>1. Establishment of school development team 2. State of readiness (leadership, community</p>	<p>N/A</p>	<p>High degree of effectiveness (5.0/4.0) score as per the rubrics</p>	<p>Supervisors evaluated the efficiency degree of preparation process of improvement plans of the directorate at a lower degree compared</p>	<p>Supervisors evaluated the efficiency degree of preparation process of improvement plans of the directorate at a higher degree compared with directorates' improvement teams at</p>	<p>Supervisors evaluated the efficiency degree of preparation process of improvement plans of the directorate at a lower degree compared with directorates' improvement teams at</p>	<p>Supervisors evaluated the efficiency degree of preparation process of improvement plans of the directorate at a lower degree compared with directorates' improvement teams at</p>	<p>Strengths:</p> <ul style="list-style-type: none"> Development teams in the directorates were established based on the requirements of the SDDP as well as members of domains coordination teams in accordance with the job titles. Member of the directorates' improvement teams attended all relevant training programs. Directorates carried out self-review according the

<p>educational leaders in the directorates of education</p>	<p>partnership, gender, school development plans) 3. Self-review 4. Needs arrangement & prioritization 5. Developing school improvement plans 6. Sharing SIP with educational councils</p>			<p>with directorates' improvement teams at (3.2) for supervisors compared with (2.8) for directorates' improvement teams</p>	<p>(4.2) for supervisors compared with (4.1) for directorates' improvement teams</p>	<p>(4.1) for supervisors compared with (4.4) for directorates' improvement teams</p>	<p>(4.0) for supervisors compared with (4.2) for directorates' improvement teams</p>	<p>program methodology through applying them on the concerned staff and their needs were specified based on the results.</p> <ul style="list-style-type: none"> The improvement council of the directorate examined the improvement plan of the directorates and approved and signed by the director without discussing it. <p>Weaknesses:</p> <ul style="list-style-type: none"> Desire was not taken into consideration when the team was established. Improvement teams in the directorate examined sample of data obtained from the results of schools' self-review accordingly their common needs were identified. Improvement plans were prepared with the participation of some of the directorates' staff. Improvement teams in the directorate didn't educate rest of the staff members of the directorates about the program. Need were preauthorized in accordance with level resulted in self-review process but priorities were chosen randomly without commitment with levels in some directorates of education. Education improvement council in the directorate didn't discuss improvement plans or document their remarks, or provide written feedback to the directorates of education. <p>Recommendations:</p> <ul style="list-style-type: none"> The Ministry has to hold awareness workshops to educate both of the improvement teams and the education improvement councils of the directorates about their roles and responsibilities to activate the process of preparing their developmental and procedural plans. Activating accountability mechanisms of the directors of the directorates of education as well as the administrative and technical staffs.
<p>1.1.9 Quantitatively; The percentage of the development recommendation implemented and resulted from reviewing processes of the SDDP</p>		<p>N/A</p>	<p>90% of the recommendations were implemented</p>				<p>70%</p>	<p>Recommendation resulted from reviewing process of the SDDP are as follows:</p> <ol style="list-style-type: none"> The General Review of the SDDP methodology <ul style="list-style-type: none"> Effective school indicators were reviewed and the number of indicators were reduced from (39) to (20) a long with concentrating on students' learning as well as data collection tools were to become (3) tools only. The directorate programs were reviewed in terms of tools and indicators. Training guides and manuals were

								reviewed and updated. 2. Building up transparency system: A team was formed which consists of a managing director, a directors of a directorate of education, a director from MoE's center, deputy director of the SDDP and an international expert. 3. Reinforcement of decentralization: – Fulfillment and dissemination of the instructions which regulate the work of the education councils and education development councils. – Fulfillment dissemination of the instructions which facilitate the raising of grants, donations from the local community and insitutions.
Output 1.1.1: SDDP Communications Strategy was developed								
1.1.1.1 Quantitatively; There is an SDDP Communication Strategy		N/A	SDDP communications Strategy exists in August , 2012					Communication strategy was approved in the second half of the year 2012.
Output 1.1.2: Training delivered on Strategic Communication Skills & Management of Media Relations with Stakeholders to MoE Center &Field Directorate staff and Education Council members								
1.1.2.1 Quantitatively; Number of members of MoE Communication Team, Field Directorates Media staff and Education Council Members trained								
TOTAL			565				108	
A) Number of Communication team members in MoE center								
1. Males								
2. females								
TOTAL			5				20	None of employees were trained since the last report.

B) Number of communication staff in the directorates of education 1. Males 2. Females							
TOTAL							
C) Number of Educational Councils' members 1- Females 2- Males			60			88	
TOTAL			500			0	
Output 1.1.3: Field Directorates and school staff trained on preparing and implementing result-oriented management and gender sensitive school improvement plans with community participation							
1.1.3.1 Number of those who were trained on the School Development Program (SDP)	This number includes all those who were trained by the SDI up to 30/6/2015 it includes a part of the Group (6/B)	N/A	All principals and principals' assistance, educational supervisors in the Kingdom.		The numbers include those who were trained from Group (6/B) up to 30/6/2015		
TOTAL:				TOTAL:1167	TOTAL: 6118	TOTAL: 7285	
Males				Males: 617	Males: 2782	Males: 3399	
Females				Females: 550	Females: 3336	Females: 3886	
1.1.3.2 Quantitatively; Number of those who were trained on leadership skills	This number includes all those who were trained by the SDI up to 30/6/2015 it includes a part of the Group (6/B)	N/A	All of principals, principals' assistants and supervisors in the Kingdom				
TOTAL:				TOTAL : 1267	TOTAL: 5486	TOTAL: 6753	
Males				Males: 713	Males: 2622	Males: 3335	
Females				Females: 554	Females: 2864	Females: 3418	
1.1.3.3 Quantitatively; Number of Community Members, Education Council members, Principals,	This number includes all those who were trained by the SDI up to 30/6/2015 it includes a part of the Group (6/B)	N/A	All Education Council members, Principals, Principals' Assistants, Councilors and supervisors				

Principal Assistants, Councilors and supervisors trained on Community Engagement Program								
TOTAL:				TOTAL : 657	TOTAL: 9118	TOTAL: 9775		
Males				Males: 267	Males: 3738	Males: 4005		
Females				Females: 390	Females: 5380	Females: 5770		
Indicators	Standards	Baseline 2009	Target 2015	June 2015 Group 1	June 2015 Groups (2+3+4)	June 2015 Groups (5+6A)	June, 2015 All Groups	Notices
Output 1.1.4: MoE Field Directorate staff trained to develop and implement results-based gender sensitive Field Directorate Improvement Plans with community participation								
1.1.4.1 Number of those who were trained on Directorate Development Program (DDP)	This number includes all those who were trained by the SDI up to 30/6/2015 it includes a part of the Group (6/B)	N/A	All directors of the directorates of Education , their assistants, heads of divisions and educational supervisors throughout the kingdom					
TOTAL:				TOTAL :147	TOTAL: 1278	TOTAL: 1525		
Males				Males: 132	Males: 956	Males: 1088		
Females				Females: 15	Females: 322	Females: 337		
Output 1.1.5: A comprehensive revision of the SDDP implemented based on a participatory approach								
1.1.5.1 Quantitatively; Number of reviews conducted	2						1	
1.1.5.2 Quantitatively; Number of education stakeholders involved in the SDDP review process		N/A	10 parties minimally, in addition to MoE, such as MoPIC, MoHE, universities, MoF, NCHRD, Private Sector, CSOs, community members and others				5	Concerned parties participating in the review process: 1. SDI program: <ul style="list-style-type: none"> • Through inviting the international expert (Kebron Harison) • Formation of a joint technical team with the concerned staff in the Ministry of Education to implement the recommendations

								<p>2. Learning, Environment Technical Support Program (LETS).</p> <ul style="list-style-type: none"> • Arbitration of the amended tools and revision of the paragraph by the international expert (Kris) and local experts <p>3. Education Reform Support Program (ERSP)</p> <ul style="list-style-type: none"> • Hiring an expert to help develop the new role of the educational supervisor <p>4. National Center for Human Resources Development (NCHRD)</p> <ul style="list-style-type: none"> • Carrying out a study on the effectiveness of the SDDP <p>5. The Ministry of Education</p> <ul style="list-style-type: none"> • Based on the implementation of the M&E reports issued by the Division of M&E in the Managing Directorate of Planning & Educational Research Delivery of the feedback from the field directorates and schools
Output 1.1.6: Staff trained on Gender mainstreaming analysis in the daily work to support school improvement on the levels of the MoE, directorates and schools.								
<p>1.1.6.1 Quantitatively; Number of those who were trained on gender analysis</p> <p>TOTAL:</p> <p>Males</p> <p>Females</p>	<p>This number includes all those who were trained by the SDI up to 30/6/2015 it includes a part of the Group (6/B)</p>	<p>0/according to SDIP</p>	<p>All MoE Center staff, Field Directors, FD Assistants, supervisors, School Principals and SP Assistants in the kingdom</p>	<p>TOTAL: 599</p> <p>Males: 327</p> <p>Females: 272</p>	<p>TOTAL: 5878</p> <p>Males: 2568</p> <p>Females: 2810</p>	<p>TOTAL: 5977</p> <p>Males: 2895</p> <p>Females: 3082</p>		
Intermediate Outcome 2.0: An effective, school-based education development system as main vehicle to deliver to all young people in Jordan a quality education focused on developing the abilities, skills, attitudes and values associated with knowledge-based economy institutionalized								
<p>2.1 Quantitatively; Percentage of policies and procedures which observe gender-sensitivity and support the school-based development system. and recommendations that have been implemented</p>		<p>N/A</p>	<p>100% of policies & procedures were developed</p>					<p>Documents of the general framework of the educational policy were reviewed and recommendations were prepared in July 2012. After the adoption of the general framework of educational policy, this framework will be reviewed to determine the extent of taking into account the recommendations in the preparation of the new framework which will be applied upon approval immediately</p>

2.2	Quantitatively; One school evaluation instrument focused on ERfKE outcomes, has been agreed to and is being used for school self-evaluation and for public and professional accountability	N/A	One standardized tool designed to be used by all school throughout the Kingdom					The tool is revised, amended and developed in 2014 and it has been employed since 1/3/2015
2.3	Qualitatively; Degree of satisfaction of stakeholders with extent to which central MoE uses SDDP information to inform national policies, strategic planning, annual priorities and resource allocation	N/A	High degree of satisfaction (5.0/4.0 score as per the rubrics)					Satisfaction degree hasn't been measured yet
Direct Outcome 2.1: An approved system of policies processes respond to the developmental needs of schools and directorates and accountability mechanism developed								
2.1.1	Qualitatively; Degree of satisfaction of stakeholders with the quality of SDDP monitoring and evaluation reports (This outcome is measured for the first time in 2015)	N/A	High degree of satisfaction (5.0/4.0 score as per the rubrics)	On the school's level The general Satisfaction degree was (3.9) (Acceptable) Satisfaction degree between the directorates chosen in the sample, namely; the <i>Directorate of Education of North Eastern Badia</i> and the <i>Directorate of Education of North Western Badia</i> was	On the school's level The general Satisfaction degree was (4.0) (Acceptable) The general satisfaction degree ranged from (Low)(3.7) in the <i>Directorate of Marka</i> to (High) (3.4) in the <i>Directorates of Education of South Badia</i> and <i>Ajlun</i> .	On the school's level The general Satisfaction degree was (4.0) (Acceptable) The general satisfaction degree ranged from (Low)(3.0) in the <i>Directorate of Education of Zarqa Qasabat</i> to (High) (4.7) in the <i>Directorate of Education of Irbid Qasabat</i>	On the school's level The general Satisfaction degree was (4.0) (Acceptable) The general satisfaction degree ranged from (Low)(3.0) in the <i>Directorate of Education of Zarqa Qasabat</i> to (High) (4.7) in the <i>Directorates of Education of Irbid Qasabat</i>	Strengths: • M & E reports attracted the interest of some concerned parties in schools and directorates of education. Weaknesses: • Many stakeholders either in the schools' development teams or the directorates' development teams and educational supervisors didn't read M&E reports issued by the Division of Monitoring & Evaluation during the last year. • Many directorate of education didn't disseminate M&E reports to schools' development teams or the directorates' development teams and educational supervisors.

				<p>the same which reached to (3.9)</p> <p>On the level of the directorate of education The general Satisfaction degree was (3.4) (Weak)</p> <p>The general satisfaction degree ranged from (Low)(3.2) in the <i>Directorate of Education of North Western Badia</i> to (High) (3.5) in the <i>Directorate of North Eastern Badia</i></p>	<p>On the level of the directorate of education The general Satisfaction degree was (4.4) (Acceptable)</p> <p>The general satisfaction degree ranged from (Low)(3.5) in the <i>Directorate of Education of South Badia</i> to (High) (3.5) in the <i>Directorate of Education of Tiaba & Wastieh</i></p>	<p>On the level of the directorate of education The general Satisfaction degree was (3.8) (Acceptable)</p> <p>The general satisfaction degree ranged from (Low)(2.6) in the <i>Directorate of Education of University District</i> to (High) (4.3) in the <i>Directorate of Education of Irbid Qasabat</i></p>	<p>On the level of the directorate of education The general Satisfaction degree was (3.8) (Acceptable)</p> <p>The general satisfaction degree ranged from (Low)(2.6) in the <i>Directorate of Education of University District</i> to (High) (4.3) in the <i>Directorate of Education of Irbid Qasabat</i></p>	<p>Recommendations:</p> <ul style="list-style-type: none"> Officials in the directorates of education have to motivate and encourage schools' development teams to examine M&E issued by their directorates or MoE reports either in their schools or in other schools to benefit from the recommendations stated in these reports to enhance the implementation process of the SDDP.
2.1.2	Qualitatively; Degree of Satisfaction of stakeholders with MoE policies, guidelines and procedures related to SDDP	N/A	High degree of satisfaction (5.0/4.0 score as per the rubrics)					This indicator will be examined after reviewing and adopting the general framework of the educational policy immediately.
2.1.3	Qualitatively; Degree to which monitoring and evaluation reports' recommendations are used in the implementation and enhancement of the SDDP continuously (This outcome is measured for the first time in 2015)	N/A	High Degree (5.0/4.0 score as per the rubrics)	<p>On the school's level Utilization degree was (3.7)</p> <p>Utilization degree ranged from (Low) (3.7) in <i>Directorate of Education of North Western Badia</i> to (High) (3.8) in the <i>Directorate of Education of North Eastern Badia</i></p> <p>On the level of the directorate of education Utilization degree was (3.3)</p>	<p>On the school's level Utilization degree was (4.0)</p> <p>Utilization degree ranged from (Low) (3.4) in the <i>Directorate of Education of Al- Tiaba & Wastieh</i> to (High) (4.3) in the <i>Directorates of Education of South Badia</i> and <i>Ajlun</i></p> <p>On the level of the directorate of education Utilization degree was (3.8)</p>	<p>On the school's level Utilization degree was (3.9)</p> <p>Utilization degree ranged from (Low) (3.2) in the <i>Directorate of Education of Zarqa Qasabat</i> to (High) (4.2) in the <i>Directorates of Education of Ma'an</i> and <i>Zarqa 2nd</i>.</p> <p>On the level of the directorate of education Utilization degree was (3.6)</p>	<p>On the school's level Utilization degree was (3.9)</p> <p>Utilization degree ranged from (Low) (3.2) in the <i>Directorate of Education of Zarqa Qasabat</i> to (High) (4.3) in the <i>Directorates of Education of South Badia</i> and <i>Ajlun</i>.</p> <p>On the level of the directorate of education Utilization degree was (3.7)</p>	<p>Strengths:</p> <ul style="list-style-type: none"> Some directorates of education implement the programs for the first time. Group (6/A) demonstrated higher degree of utilization such as the directorate of Education of Deir A'lla on directorates' level compared with the Directorate of Education of Zarqa 2nd on schools' level. <p>Weaknesses:</p> <ul style="list-style-type: none"> Many stakeholders either in the schools' development teams or the directorates' development teams and educational supervisors didn't read M&E reports issued by the Division of Monitoring & Evaluation during the last year, therefore they didn't benefit from the recommendations included in these reports. <p>Recommendations:</p> <ul style="list-style-type: none"> Officials in the directorates of education have to motivate and encourage schools' development teams to examine M&E issued by their directorates or MoE reports either in their schools or in other schools to benefit from the recommendations stated in these reports to enhance the implementation process of the SDDP.

				Utilization degree ranged from (Low) (3.3) in the <i>Directorate of Education of North Western Badia</i> to (High) (3.4) in the <i>Directorate of Education of North Eastern Badia</i>	Utilization degree ranged from (Low) (3.6) in the <i>Directorates of Education of Bani Obied, Ajlun and South Badia</i> to (High) (4.5) in the <i>Directorate of Education of Al- Tiaba & Wastieh</i>	Utilization degree ranged from (Low) (2.5) in the <i>Directorates of Education of University District</i> to (High) (4.2) in the <i>Directorate of Education of Deir A'lla</i>	Utilization degree ranged from (Low) (2.5) in the <i>Directorates of Education of University District</i> to (High) (4.5) in the <i>Directorate of Education of Al- Tiaba & Wastieh</i>	
Output 2.1.1: A result-oriented and gender sensitive M&E Framework for SDDP developed								
2.1.1.1 Quantitatively; Number of staff trained on results-oriented M&E (Males/Females) A. MoE center: 1. Males 2. females B. Directorates: 1. Males 2. females C. Schools: 1. Males 2. females	This number includes all those who were trained by the SDI up to 30/6/2015 it includes a part of the Group (6/B)	N/A	– M&E Division staff – M&E Coordinators in MoE center, directorates of education & schools	Refreshing training course was held for M&E coordinators in the directorates of education for GROUP ONE –(7) coordinators Males: (7) Females: (0)	Refreshing training course was held for M&E coordinators in the directorates of education for GROUPS TWO, THREE, FOUR, FIVE & SIX –(34) coordinators Males: (27) Females: (7) Schools and directorates of education: Total: 5138 Males: 2505 Females: 2633	M&E coordinators in (41) directorates of education. Males: (34) Females: (7) Schools and directorates of education: Total: 5138 Males: 2505 Females: 2633		
2.1.1.2 Quantitatively; Number M&E Reports achieved in accordance with SDDP's framework		N/A	4 reports starting 2012					The third monitoring report of SDDP will cover period until the end of June 2014.
Output 2.1.2: Policies to institutionalize coherent planning on the levels of school, field directorate and MoE central were developed								
2.1.2.1 Quantitatively; Presence of institutional mechanism that facilitates information flow across all levels & directions		N/A	The institutional mechanism exists					Work is underway to develop and adopt a mechanism to ensure the delivery of these data and information to the relevant parties to use them in policy formulation and preparation of strategic plans and resources allocation

2.1.2.2	Quantitatively; Existence of SDDP enabling policies and regulations	N/A	Enabling policies and regulations exist					Necessary supportive and procedural policies recommendations to sustain the SDDP were prepared. The general framework of the new educational policy will be revised upon its approval to determine the extent of integrating the system of supportive policies in the SDDP.
Immediate Outcome 2.2: High level of sustainable financial and technical support provided to schools and field Directorates for the implementation of their improvement plans								
2.2.1	Quantitatively; Percentage of school and Field Directorate Improvement Plans' activities implemented based on financial support provided by from MoE's budget	N/A	60% of plans' activities	The percentages of Improvement Plans activities for schools arrived to (49%)	The percentages of Improvement Plans activities for schools arrived to (60%)		The percentages of Improvement Plans activities for schools arrived to (54%)	These results had been achieved until 30/6/2014 and measurement results of this year were not approved because the grants offered by the MoE was disbursed in May, 2015
2.2.2	Quantitatively; Amount allocated in MoE annual budget as financial support for the implementation of the schools' and field directorates' improvement Plans	N/A	As allocated by MoE in its annual budget for each school and directorate					(JD 1082432) was distributed over schools and (JD 116200) from Ministry's budget for the fiscal year 2015 for group ONE, TWO, THREE and FOUR as well as Group SIX (B)
2.2.3	Quantitatively; Number of schools and directorates which received grant from MoE's budget	N/A	All directorates of education & schools	(866) schools and (7) directorates of education in 2015	(1311) schools and (16) directorates of education in 2015	N/A	(2177) schools and (23) directorates of education	Group One: Jerash, North-Eastern Badia, North-Western Badia, Mafrq District, Al-Mowqar and Al-Giza. Group Two: Madaba, South Mazar, Bain Obied and North Mazar. Group Three: Marka, Ein Al-Basha, Russaifah, Ramtha, Al-Qsar, and South Badia. Group Four: Petra, Tafela, Al-Tayba & Al-Wasteya, Ajlun, Al-Quwaisma and Salt
Output 2.2.2: An approved financial mechanism to provide financial support for the implementation of schools' and field directorates' improvement Plans was prepared								
2.2.2.1	Quantitatively; there are instructions procedures and guidelines which specify the allocated amounts disbursement	N/A	There are instructions, procedures and guidelines					Instructions and procedures that defined the allocated sums and the bases of grants disbursement was approved and disseminated to directorates of education through his Excellency Minister of Education letter no. 14/6/20359 on 30/05/2013.



principles.								
2.2.2.2 Qualitatively; the extent of consistency between grants disbursement items for schools and directorates of education and disbursement items specified in the document (new in 2015)		N/A	Improvement achieved at 5% annually				Percentages of discrepancy (inconsistency) were as follows: Schools: 56.8% Directorates of Education: 155%	<u>Recommendations:</u> <ul style="list-style-type: none"> Concerned staff in the Ministry of Education has to review disbursement instructions to make them more flexible and to be in consistent with the actual needs of schools and directorates of education The concerned staff in MoE's center and directorates of education have to follow up school and directorate regularly to ensure that they comply with instructions