

Ministry of Education  
School and Directorate Development Program (SDDP)  
First Monitoring Report

30 June 2012

## Table of Contents

Acronyms and Abbreviations .....	ب
Executive summary .....	0
Introduction .....	4
Progress towards achieving results .....	8
2.1 Process for data collection .....	8
2.2 Outcomes .....	9
3.2 Outputs .....	37
Recommendations .....	44

### Appendices:

Appendix I: Qualitative Indicators Performance Measurement Rubrics

Appendix II: Indicators Table – SDDP First Monitoring Report Data – Group 1

Appendix III: Indicators Table – SDDP First Monitoring Report Data – Groups 2&3

## ACRONYMS AND ABBREVIATIONS

---

CIDA	Canadian International Development Agency
EC	Education Councils (school cluster level)
EDC	Education Development Council (Field Directorate level)
ERfKE	Education Reform for the Knowledge Economy
ETC	Education Training Center
FDP	Field Directorate Program
FDDT	Field Directorate Development Team
FDIP	Field Directorate Improvement Plan
GFEP	General Framework of Education Policy
MDPER	Managing Directorate of Planning and Educational Research
MDTQS	Managing Directorate of Training, Qualifications and Supervision
M&E	Monitoring and Evaluation
MED	Monitoring and Evaluation Division
MoE	Ministry of Education
PMF	Performance Measurement Framework
SDDP	School and Directorate Development Program
SDIP	School and Directorate Improvement Project
SDP	School Development Program
SDT	School Development Team
SIP	School Improvement Plan
SJE	Supporting Jordan's Education (Project)

## EXECUTIVE SUMMARY

---

This report is the first monitoring report for the School and Directorate Program (SDDP). It is prepared by the Monitoring and Evaluation Department under the Managing Directorate of Planning and Educational Research, and describes in detail SDDP progress towards achieving key outcomes as outlined in the Monitoring and Evaluation Framework of the School and Directorate Development Program (SDDP) <sup>1</sup>as of June 30<sup>th</sup> 2012. It also analyzes the main findings and provides recommendations for sustainability.

### 1. About SDDP

The purposes of the School and Directorate Program are to:

- 1) increase the effectiveness of schools by creating a culture of self-initiated school improvement that involves the local community; and
- 2) increase the effectiveness of Field Directorates in their ability to build capacity within schools.

The SDDP reflects the vision of the National Education Strategy and it represents the Ministry's vehicle to address Component 1 of ERfKE II. The SDDP is being implemented with technical assistance from CIDA.

Developed under ERfKE I by MoE, SDDP<sup>2</sup> is a national program that is being rolled out in the Kingdom over the life of ERfKE II. SDDP roll-out takes place in phases, where all Field Directorates and its schools are divided into six groups. Each group gets engaged in SDDP capacity building activities as per agreed schedule. By school year 2014/2015 it is intended that all schools and Field Directorates will be implementing the SDDP, supported by the Central Ministry.

### 2. SDDP Achievements

As of January 2012, 16 Field Directorates, comprising more than 1532 schools, have participated in the SDDP planning process. In collaboration with their local communities, schools and Field Directorates have identified their strengths and weaknesses, developed priorities for improvement, and prepared, at least, their first improvement plan. All of these schools and Field Directorates are currently implementing these plans for school-based improvement.

In 2009, the SDDP was implemented in seven Field Directorates throughout the Kingdom. This is called Group 1 of the phased roll out and comprises all 789 schools in those Field Directorates. In 2010, the two year implementation began in three more Field Directorates (Group 2) and their 233 schools.

---

<sup>1</sup> SDDP M&E Framework was developed with technical support from School and Directorate Improvement Project that is funded by CIDA, in reference to the School and Directorate Development Program (ERfKE II Component One) implementation plan

<sup>2</sup> SDDP a successor of what has been achieved in the first stage of ERfKE under the name of "Supporting Jordan's Education (SJE).

In September 2011, the Program began implementation in six new Field Directorates (Group 3), with 488 schools. Six more Field Directorates (Group 4) began implementation with the new school year in 2012. Five Field Directorates will begin the program in 2013 (Group 5), and twelve Field Directorates will start the process in the year 2014 (Group 6).<sup>3</sup>

Since 2010, the SDDP has been managed, in Group 1, by the Ministry of Education. Groups 2 and 3 Field Directorates are implementing the Program by the MoE with full support from CIDA through the School and Directorate Improvement Project (SDIP). Due to the different implementation circumstances, this report considers Group 1 as one unit and Groups 2&3 as another unit when reporting on achievements.

To obtain the data needed for the preparation of this report MED conducted data collection exercise of the results indicators from MoE Central and Field Directorates and schools using a variety of methods such as documents review, interviews and focus groups.

By the end of June 2012, a total of 1532 schools and 16 Field Directorates were implementing improvement plans. In each of these Field Directorates, supervisors and principals had participated in a comprehensive program that included preparation to undertake a self-review and planning process, leadership development, and school and Field Directorate development planning. Grants were also provided by CIDA to each school and Field Directorate to support local innovation and autonomy in the implementation of the improvement plans.

Community engagement is integral to school development and devolution of authorities and responsibilities to the school. The field data collection exercise found that 83 Education Councils had been formed and were operational at the school cluster level and nine Educational Development Councils in Groups 2 and 3. These community entities provide feedback on improvement plans and support strategies to address around the common needs of schools. In Group 1 68 school Cluster level Education Councils and seven Educational Development Councils in were found to be operational, at different levels of effectiveness. One of the key challenges identified during the data collection exercise was the fact that these councils are not officially part of the MoE structure, which impedes their ability to operate effectively. The targets for both the quality of the improvement plans and their level of implementation were met in Groups 2 and 3 Field Directorates and schools, unlike Group 1 where the quality target was not met. The same applies regarding perceptions of the overall effectiveness of the SDDP process. Principals and school-based personnel were generally positive in Groups 2 and 3 with some good suggestions for how the program could be improved. Lower levels of satisfaction were reported in Group 1.

Complex administrative hurdles related to school based fundraising were identified as obstacles to implementing School Improvement Plans. The need for full shift of the role of supervisors towards a

---

<sup>3</sup> **Group 1 FD:** AlJeeza, AlMwagar, Jerash, Central Mafrq, North East Badia, North West Badia, South AlAgwar. **Group 2 FD:** Irbid 2, Madaba, South AlMazar. **Group 3 FD:** Amman 4, Ramtha, Ain AlBasha, South Badia, AlQaser, AlRussaifa. **Group 4 FD:** Petra, Tafela, Irbid 3, Ajloun, Amman 3, AlSalt. **Group 5 FD:** Aqaba, Ma'an, Irbid 1, Amman 1, Amman 5. **Group 6 FD:** BaniKinana, Al Kowrah, North AlAgwar, Amman 2, Amman 5, Zarqa 1, Zarqa 2, Dair Allah, South Shouneh, AlKarak, Shoubak, Busera.

mentoring role was emphasized in addition to the importance of continuous capacity building to support school improvement.

To provide an enabling policy environment for the successful implementation of SDDP, and to ensure its sustainability, the MoE Policy and Planning Working Group was formed in 2011, consisting of representatives from DERP and DTQS (ETC) (and supported by SDIP/CIDA) to identify operational policy areas requiring modification. The General Policy Framework for Education document that was prepared in 2010 was initially reviewed and found to be supportive of SDDP sustainability with a few areas where strengthening was required. An SDDP policy gap matrix was developed which describes a number of operational policies which will need to be in place for sustainability of the SDDP.

Earlier this year, the Ministry of Education formed a committee to work on reviewing and updating The General Framework of the Education Policy, the approval of which will allow for proceeding with the development of SDDP Operational Policies and Procedures. Some of these policies are already under development and the Policy & Planning Working Group will continue to work with the relevant bodies to follow-up on the development of the required operational policies.

In addition, an MoE Communications Working Group has completed the development of a Communications Strategy. Based on evidence gained during a preliminary situational analysis the Communications Strategy and Action Plan were developed in order to systematically build the required capacity for MoE to improve its internal and external communications.

The SDDP Leadership Program training materials are currently being reviewed and revised by the MoE SDDP Technical Team with support from a Canadian Leadership Specialist to achieve optimal benefit.

### 3. Recommendations

- Establishing a mechanism for providing on-going grants, training and technical assistance to schools and Field Directorates to support local innovation and ownership of continuous school improvement.
- Simplifying fundraising procedures to enable schools to mobilize resources from the local community
- Establishing a mechanism for on-going professional development on SDDP topics is an important element to a long-term sustainability strategy.
- Integrating gender through enhancing Gender Division's role and the role of gender champions in the Field Directorates.
- Ensuring that the needed educational strategic and operational policies for the national program for school development (SDDP) sustainability are in place

- Developing a mechanism through which the data from the Field Directorate development plans and M&E data from the SDDP are systematically and regularly used to inform national and local policy, priorities, plans and key MoE functions
- Implementing awareness raising campaigns around SDDP related roles and responsibilities at all levels
- Continuous capacity building focusing on Results-based Management.
- Implementing professional accountability mechanism for all SDDP staff at all levels
- Mandating SDDP as being the single standardized model for school and Field Directorate development through issuing official directives.

## INTRODUCTION

---

### 1.1 School and Directorate Development Program Overview

Education has long been a priority investment in Jordan. In September 2002, His Majesty King Abdullah II delivered a speech in which he outlined his vision for Jordan and his belief that the economic future of Jordan would be secured through successful participation in the global knowledge economy.

To achieve His Majesty's vision Jordan embarked on an ambitious and comprehensive reform of its educational system: the education Reform for the Knowledge Economy (ERfKE) Program.

The Ministry of Education has been implementing, since 2003, the *Education Reform for the Knowledge Economy Project (ERfKE)*. The first phase of the project ended in 2009 and the Ministry of Education (MoE) launched the second phase, ERfKE II, in May 2010.

ERfKE II builds on successes and lessons learned from ERfKE I, and comprises five inter-related and linked components:

Component 1: Field Directorate and School-based Development;  
Component 2: Policy, Planning and Organizational Change;  
Component 3: Teaching and Learning Resources Development;  
Component 4: Special Focus Program Development (Early Childhood Education, Vocational Education, and Special Education); and,  
Component 5: Quality Physical Learning Environments.

Together these five components are striving to attain the ultimate outcome for ERfKE II which is *"Improved learning outcomes of Jordanian girls and boys enrolled in all streams of pre-tertiary education for participation in the knowledge economy"*

The purposes of Component One are to: 1) increase the effectiveness of schools by creating a culture of self-initiated school improvement that involves the local community; and 2) increase the effectiveness of Field Directorates in their ability to build capacity within schools.

The School and Directorate Development Program (SDDP) which was created and piloted during ERfKE I, is the Ministry's vehicle to address Component 1 of ERfKE II. The Program is a successor of what has been achieved in the first stage of ERfKE under the name of Education Development Project in Jordan (SJE).

SDDP was launched in 2009 to establish an effective process at the level of schools and Field Directorates. The Program is based on a number of ERfKE II key pillars:



- The school being the (basis) to develop the educational process.
- The student being the (ultimate goal) for the development of the educational process.
- The principals and teachers being (planners) and not just (implementers).
- Educational supervisors being (mentors) and not (strict controllers).
- Parents and the community being partners in the decision-making process and in identifying needs and priorities of the educational system.
- The Directorate being a liaison between its schools (the network of schools and educational councils), and between these schools and the Ministry of Education.

Moreover, SDDP seeks, through its procedures, activities, and events to establish several qualitative concepts regarding the future of education in Jordan, such as:

- Education (interaction) versus (rote learning)
- Development, bottom up
- Empowerment
- Decentralization
- Knowledge transfer
- Community participation
- Social integration (taking into account gender mainstream issues when analyzing and formulating policies and programs for the development of the educational process).

The School and Directorate Development Program translates the vision of the National Education Strategy, for schools to be the primary component of the education system and to demonstrate a culture of experimentation, innovation and responsiveness to the community, into school development practices that empower schools to engage with students and the community in the preparation and implementation of school level development plans that improve outcomes for students.

Since its inception, SDDP included seven Field Directorates throughout the Kingdom in 789 schools (Group 1), as well as three Field Directorates in 2011 including 233 schools (Group 2).

In September 2011, the Program was implemented in six new Field Directorates with 488 schools (Group 3), while six additional Field Directorates began implementation in 2012 (Group 4), along with five in 2013 (Group 5), and twelve Field Directorates in the year 2014 (Group 6).

The SDDP is a school development process developed for schools and Field Directorates. Promoting stronger linkages with local communities, the program fosters greater local ownership and support for the continuous improvement of schools. As part of the SDDP process, schools consult with relevant stakeholders using a national self-review tool, identify their strengths and weaknesses against standardized criteria of effective schools, and prepare a plan to address key priorities for improvement. Field Directorates then use this information to develop plans to support schools in their region. Supervisors play a key role in supporting schools in meeting their local priorities.

The key Ministry of Education Managing Directorates responsible for the SDDP are the Education Training Center (ETC) (previously known as the Managing Directorate of Training, Qualifications and Supervision (MDTQS) and the Managing Directorate of Planning and Educational Research (MDPER), supported by CIDA through the School and Directorate Improvement Project.

ETC implements SDDP through a capacity development approach, wherein MoE master trainers develop the capability of every supervisor, division head, principal and assistant principal, from every Field

Directorate, on the School and Directorate Development Program. This results in the development of a results-based and gender sensitive Improvement Plan, by each school and Field Directorate.

Managing Directorate of Planning and Educational Research (DERP) works on the development of national and operational policies to sustain the SDDP process across all schools. DPER also, and based on SDDP Monitoring and Evaluation Framework, gathers evidence on the strengths and weaknesses of MoE's implementation of the SDDP, and over time provides decision makers with rich data for continuous improvement of the SDDP process at all levels.

Towards contributing to the achievement of the Ultimate Outcome of ERfKE II): "Improved learning outcomes of Jordanian girls and boys enrolled in all streams of pre-tertiary education for participation in the knowledge economy", SDDP has set below two intermediate outcomes to achieve by 2014/2015:

- Intermediate Outcome 1.0: Increased engagement by community, Field Directorates and MoE central administration in school development process
- 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 a knowledge-based economy, institutionalized

Three Immediate Outcomes will contribute to these higher level Outcomes:

- 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;
- Immediate Outcome 2.1: Policies and Strategic Planning process respond to the developmental needs of schools and directorates and accountability Mechanism developed; and,
- Immediate Outcome 2.2: Improved range of sustainable financial and technical support to schools and field directorates for the implementation of their improvement plans.

To accomplish these results, SDDP is delivering ten Outputs:

Output 1.1.1: SDDP Communications Strategy developed

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

Output 1.1.3: MoE school leaders and Field Directorates supervisors trained to plan and implement RBM-based gender sensitive School Improvement Plans with community participation

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

Output 1.1.5: Process for reviewing and revising the SDDP implemented

Output 1.1.6: MoE staff trained on integrating Gender analysis into daily work to support school improvement

Output 2.1.1: A Results-based, gender sensitive, Monitoring and Evaluation Framework for SDDP developed

Output 2.1.2: MoE SDDP related policies to institutionalize coherent planning at school, Field Directorate and MoE central levels developed

Output 2.2.1: Clearinghouse providing data, information and resources needed by SDDP stakeholders established

Output 2.2.2: Financial mechanism to provide financial support for the implementation of School and Field Directorate Improvement Plans established

This is the first report for the MoE's national School and Directorate Development Program (SDDP) prepared by M&E Department/ Managing Directorate of Planning and Educational Research in cooperation with ETC. The report includes SDDP progress towards achieving results since program inception in 2009. It considers Group 1 Field Directorates as one unit and Groups 2&3 Field Directorates as another unit due to their different phases in SDDP implementation.

The report includes three sections Section One is the Introduction; Section Two, Progress towards Achieving Results; Section Three, Recommendations.

## PROGRESS TOWARDS ACHIEVING RESULTS

---

### 2.1 Process for data collection

A Monitoring and Evaluation Working Group, consisting of representatives from MDPER and the ETC/MDTQS has developed the Monitoring and Evaluation framework for SDDP<sup>4</sup>, with support from SDIP.

M&E instruments (rubrics, interview protocol, check-lists, etc...) were developed for 10 SDDP qualitative indicators. In order to prepare for a participatory data collection process at the Field Directorate level, the Head of the MED delivered Results Based Management (RBM) training to M&E coordinators from the 22 Field Directorates implementing the SDDP (Groups 1, 2, 3 and 4) in May of this year. The training was contextualized around the draft SDDP M&E Framework.

The M&E tools were piloted in the South Badia Field Directorate by the MED, SDIP staff and the local M&E coordinators resulting in small modifications to the tools. On May 21-22 the M&E Coordinators from the SDDP Field Directorates, and the SDIP specialists, participated in a two day practical orientation to the M&E tools followed by two days field data collection in each of the Field Directorates in groups 2&3 and one day data collection from each of the Field Directorates in Group 1 where SDI support ended in 2010. Data collected from Group 1 Field Directorates and its schools will be useful to demonstrate to the MoE the current status of SDDP implementation by MoE and requirements for improvement.

For the initial experience of data collection, the data collection team in each Field Directorate of Groups 2&3 comprised 4 members: 3 M&E coordinators and 1 SDIP specialist. However, in the second round of data collection in Group 1 Field Directorates, the data collection teams were comprised of one of the trained M&E Coordinators from the ministry and one SDIP specialist. MED staff and SDIP Amman-based staff provided further monitoring and on-site technical support. Daily debriefings were conducted by data collectors and a final debriefing conducted with representatives from all of the data collection teams. In the future M&E coordinators will be responsible for conducting data collection with guidance from MED.

The sample in each of the Groups 2 and 3 Field Directorates included School Development Teams from four schools (2 Boys' and 2 Girls' schools), 15 school principals, each Field Directorate Development Team, supervisors, 2 Education Councils and the Education Development Council. The

---

<sup>4</sup>SDDP M&E Framework was developed by MoE Monitoring and Evaluation Working Group with support from CIDA through SDIP.

M&E team also reviewed School Improvement Plans of 10% of the schools in each Field Directorate. Every effort was made to ensure the data represented the situation in both boys' and girls' schools.

The sample in each of the Group 1 Field Directorates, comprised School Development Teams from two schools (Boys' and Girls'), 15 school principals, the Field Directorate Development Teams, supervisors, Education Councils and the Education Development Council. The M&E team also reviewed School Improvement Plans of 10% of the schools in each Field Directorate.

In June, the SDIP developed a data base for data storage and synthesis and provided support to the MED unit to analyze the field data collected and the development of the first SDDP report. This first report covers all indicators; those which required field work to collect and those which required official data requests from Field Directorates or MoE central Managing Directorates.

Data from the various indicator rubrics was calculated on a five point scale (see Appendix I). Rich qualitative data was also generated from the various focus group discussions which have been used to understand the quantitative data.

## **2.2 Outcomes**

### **2.2.1 Intermediate Outcomes**

#### **Intermediate Outcome 1.0**

Increased engagement by community, Field Directorates and MoE central administration in school development process

Indicators:

- 1.1 Degree to which schools are implementing their Improvement Plans
- 1.2 Degree to which Field Directorates are implementing their Improvement Plans
- 1.3 Degree to which Education Councils at the school cluster level are operational
- 1.4 Degree to which Education Development Councils at the level of the Field Directorates are operational
- 1.5 Degree of satisfaction of school principals and teachers with Field Directorate support toward achievement of School Improvement plans
- 1.6 Degree of satisfaction of Field Directorate staff with support from MoE central to implement Field Directorate Improvement Plans
- 1.7 Degree to which SDDP communication strategy is implemented
- 1.8 Degree of satisfaction of MoE staff with inter-departmental communications at the Center, Field Directorates and Schools, and with communication with local community in relation to SDDP

In Groups 2 and 3, there were a total of 732 schools and nine Field Directorates implementing improvement plans (100%). In Group 1 there were a total of 789 out of the 808 schools and seven Field

Directorates implementing improvement plans (97%). A total of nine Educational Development Council (one per Field Directorate) and 83 Educational Councils (at the school cluster level) were established in Groups 2 and 3. In Group 1 there was also one Educational Development Council per Field Directorate and 68 Educational Councils. These numbers are all on target.

Improvement Plans, based on the national SDDP program, are being implemented at the school and Field Directorate levels to different extents. Educational Councils and Development Councils are functioning to different degrees of effectiveness. The data show that these councils face challenges particularly related to the fact that they are not officially recognized in the Government of Jordan system. The data show that more autonomy and local control over resources are required for Field Directorates to be able to fulfill their functions. At the same time, complex regulations related to resource mobilization impede their ability to raise funds locally which further hampers the implementation of their improvement plans. Changes in policy are required in order for there to be more progress on achieving results. Below is more detail on achievement of results by indicator.

### **1.1 Degree to which schools are implementing their Improvement Plans:**

The M&E team conducted focus group discussions with a representative random sample of four schools per Field Directorate, and a sample of supervisors, to determine the level to which Improvement Plans were being implemented. School Development Teams were asked to provide concrete examples of the components of their plans that had been implemented and identify enabling factors and challenges. Supervisors were asked for their perceptions regarding the degree to which schools in their Field Directorate were implementing their plans and their views related to the challenges.

Two groups were asked to rate the degrees to which schools were implementing their improvement plans. On average, the School Development Teams in Groups 2 and 3 reported a 4.3/5.0 for the degree to which plans were being implemented (86% of activities implemented as per plan). In Group One this was 4.14/5.0 (82% of activities implemented as per plan) all Groups exceeded the target of 4.0/5.0. In Groups 2 and 3, SDTs thought girls' and mixed schools were doing better than boys' schools in the implementation of the improvement plans (4.75/5.0 compared to 3.62/5.0). However, in Group 1 the SDTs scored girls' and mixed schools lower than boys' schools (4.0/5.0 compared to 4.29/5.0). Supervisors' estimates of the percentage of schools implementing improvement plans were lower than the development teams. Supervisors rated schools at an average of (3.5/5.0) in Groups 2 and 3 and (3.43/5.0) in Group 1.

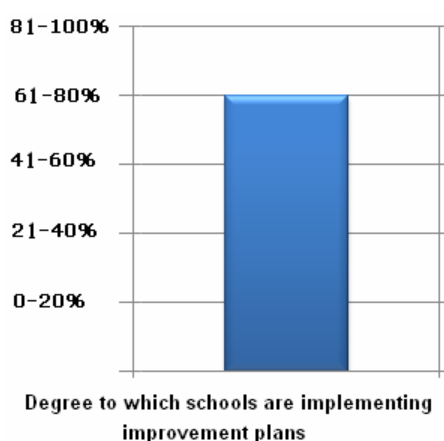
Among the enabling factors identified for successful implementation of school improvement plans were strong community involvement, support from supervisors, and a logical planning process that built plans based on actual needs. The block grants were regularly identified as an important factor in supporting the implementation of the plans.

Complex administrative procedures that make it difficult for schools to fundraise locally were identified as one major impediment to implementing plans. The lack of stability in the positions of supervisors, teachers and school leaders also negatively impacted the ability of schools to implement plans.

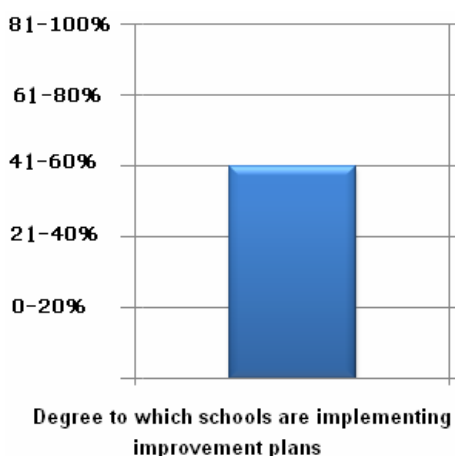
Supervisors mentioned the on-going challenges they face regarding transportation to enable them to provide the needed support to schools.

Providing SDDP training to all members of the School Development Team (currently it is only provided directly to principals and assistant principals) was recommended, as well as delegation of additional authorities to the school leaders, particularly related to fundraising. The importance of mandating and institutionalizing the new role of the supervisor was also identified as an important contributing factor towards sustainability.

### Group 1 Results:

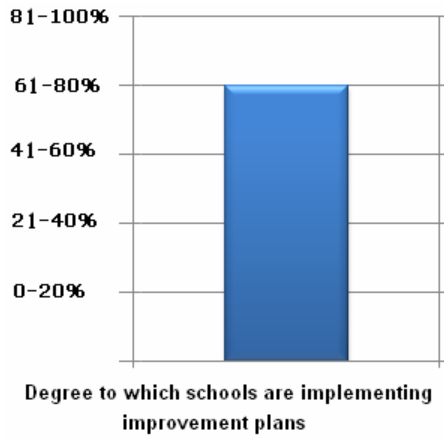


<b>Indicator: 1.1 Degree to which schools are implementing improvement plans</b>					
Source of Data: <b>School Development Team (SDT)</b>					
<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Percentage of activities implemented as per plan	<b>0-20%</b>	<b>21-40%</b>	<b>41-60%</b>	<b>61-80%</b>	<b>81-100%</b>

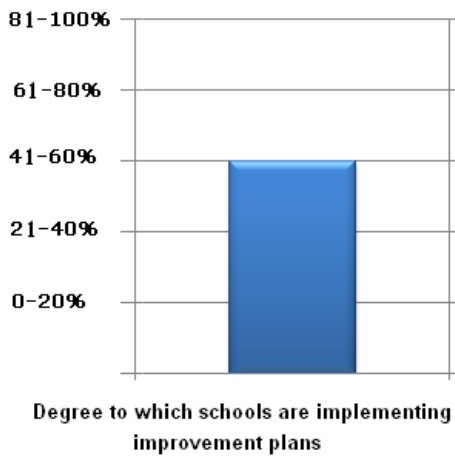


<b>Indicator: 1.1 Degree to which schools are implementing improvement plans</b>					
Source of Data: <b>Supervisors</b>					
<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Percentage of activities implemented as per plan	<b>0-20%</b>	<b>21-40%</b>	<b>41-60%</b>	<b>61-80%</b>	<b>81-100%</b>

## Groups 2 and 3 Results

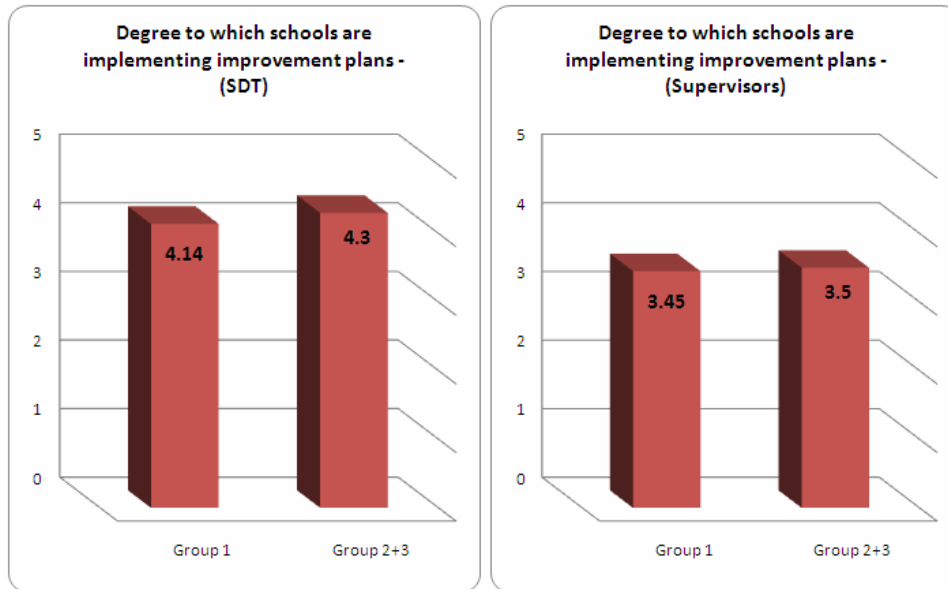


<b>Indicator: 1.1 Degree to which schools are implementing improvement plans</b>					
Source of Data: <b>School Development Teams (SDT)</b>					
<b>Criteria</b>	<b>Level I</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Percentage of activities implemented as per plan	<b>0-20%</b>	<b>21-40%</b>	<b>41-60%</b>	<b>61-80%</b>	<b>81-100%</b>



<b>Indicator: 1.1 Degree to which schools are implementing improvement plans</b>					
Source of Data: <b>Supervisors</b>					
<b>Criteria</b>	<b>Level I</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Percentage of activities implemented as per plan	<b>0-20%</b>	<b>21-40%</b>	<b>41-60%</b>	<b>61-80%</b>	<b>81-100%</b>



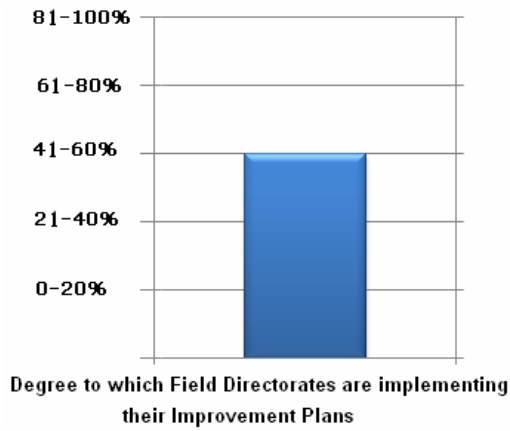


### 1.2 Degree to which Field Directorates are implementing their Improvement Plans:

Field Directorate Improvement Plans are comprised of activities to address the needs of the Field Directorate and the common needs of schools. The degree to which Field Directorates are implementing plans as per schedule in Groups 2 and 3 was rated in average at 4.5/5.0 (90% of activities implemented as per plan), above the target of 4.0/5.0, however, in Group 1, implementation of the improvement plans was rated at an average of 3.43/5.0 (69% of activities implemented as per plan) which is less than the target. A well designed and fully implemented SDDP planning process and block grants were identified as the main enabling factors.

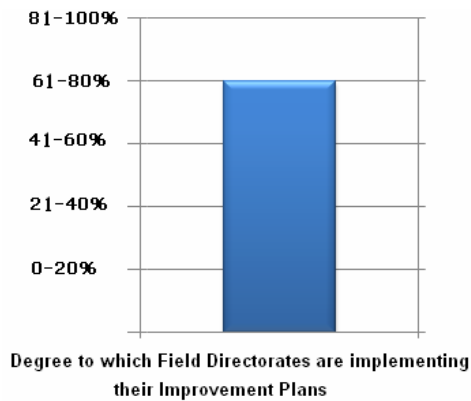
The Field Directorate Development Teams noted that the highly centralized MoE structure negatively impacts the capacity of the Field Directorates to implement Improvement Plans. For example, Field Directorates are not allowed to provide professional development for schools without approval from the central MoE if trainers are to collect the mandated MoE training fees and if other related expenses are incurred.

### Group 1 Results

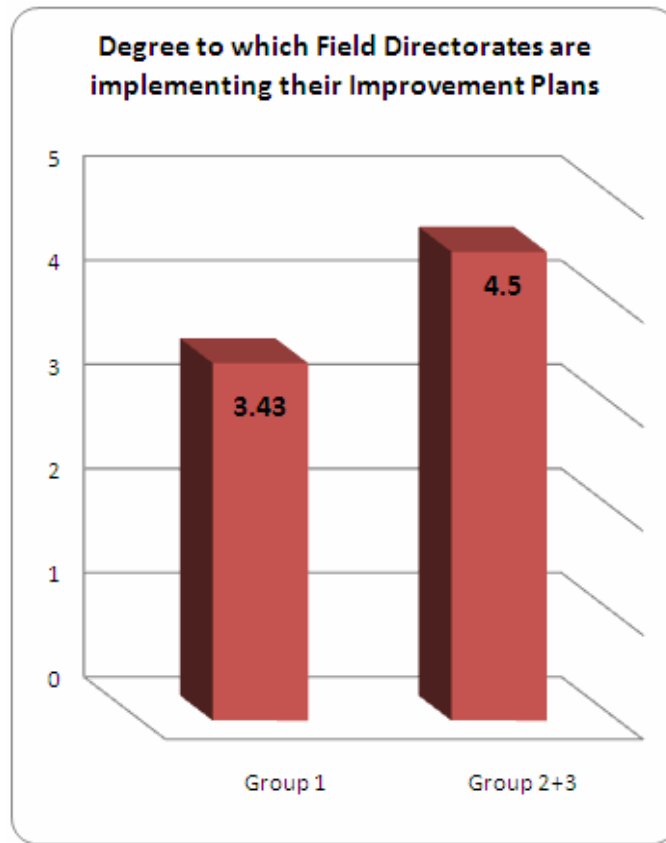


<b>1.2 Degree to which Field Directorates are implementing their Improvement Plans</b>					
Source of Data: <b>Field Directorate Development Teams (FDDT)</b>					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Percentage of activities implemented as per plan	0-20%	21-40%	41-60%	61-80%	81-100%

### Groups 2 and 3 Results



<b>1.2 Degree to which Field Directorates are implementing their Improvement Plans</b>					
Source of Data: <b>FDDT</b>					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Percentage of activities implemented as per plan	0-20%	21-40%	41-60%	61-80%	81-100%



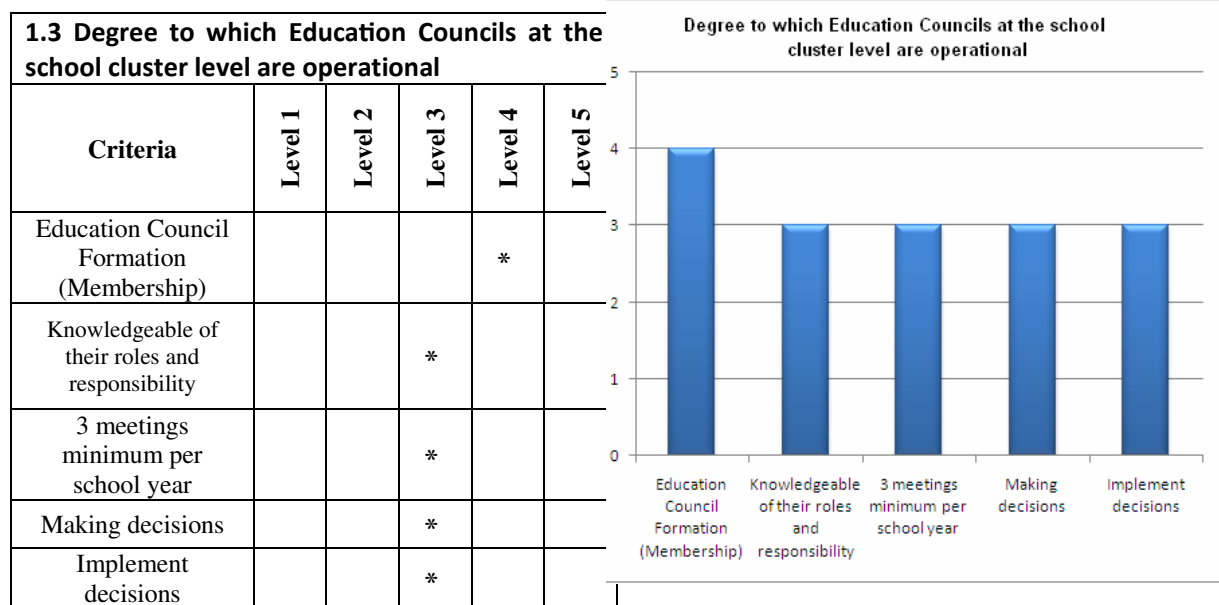
### 1.3 Degree to which Education Councils at the school cluster level are operational

School cluster educational councils are comprised of the principals of the cluster schools, community members, students and parents. They are tasked with reviewing School Improvement Plans from their clusters and providing input as well as strategizing around the common school needs.

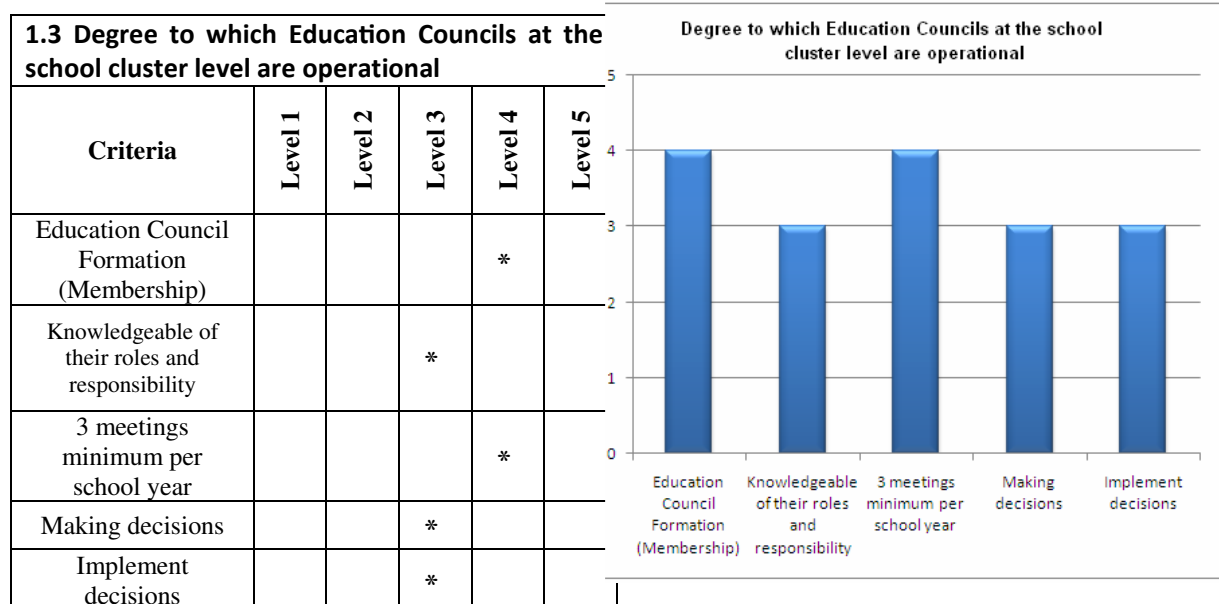
A sample of four school cluster level Education Councils per Field Directorate was surveyed. They rated the degree to which they were operational at 3.9/5.0, close to meeting the target of 4.0/5.0. Of the sub-indicators, “meeting the membership requirements” and “conducting the required number of meetings” scored the highest and “making and implementing decisions” were the lowest. As for Group 1 Field Directorates, effectiveness of the educational councils was rated at 2.91/5.0.

The fact that the Educational Councils are not recognized as official entities by the MoE was identified as a major obstacle to their effectiveness. As for the School Development Teams, issues related to fundraising were also mentioned as problematic. Most councils met membership requirements, however, representation of students and representation of both mothers and fathers on the councils gender balance were weak, as was the understanding of roles and responsibilities. Improving the capacity of members in documentation and more clarity around roles and responsibilities were acknowledged as important areas for skill development that should be undertaken by the SDDP.

## Group 1 Results



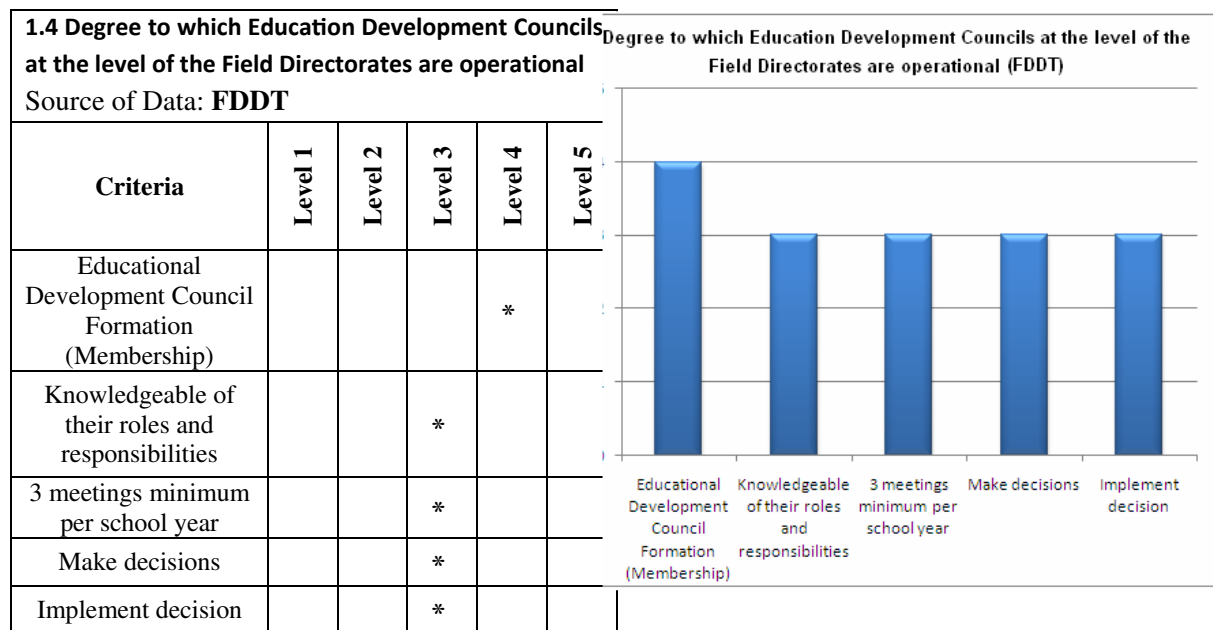
## Groups 2 and 3 Results



### 1.4 Degree to which Education Development Councils at the level of the Field Directorates are operational

The Councils are comprised of the heads of the school-cluster level education councils, the Field Directorate Development Team, parents, community members and students. They are responsible for ratifying and monitoring the implementation of the Field Directorate Improvement Plan. The Education Development Councils in Groups 2 and 3 self-rated the degree to which they were operational at 3.5/5.0 on average, and in Group 1 at 2.9/5.0. The Field Directorate Development Teams rated the councils' operations higher at 4.8/5.0 in Groups 2 and 3 and at 3.1/5.0 in Group 1. The enabling factors and recommendations were similar to what was presented by the Educational Councils (the lack of official status, difficulties in fundraising and lack of clarity of roles). They also recommended that the capacity of members be further enhanced on documentation and on roles and responsibilities.

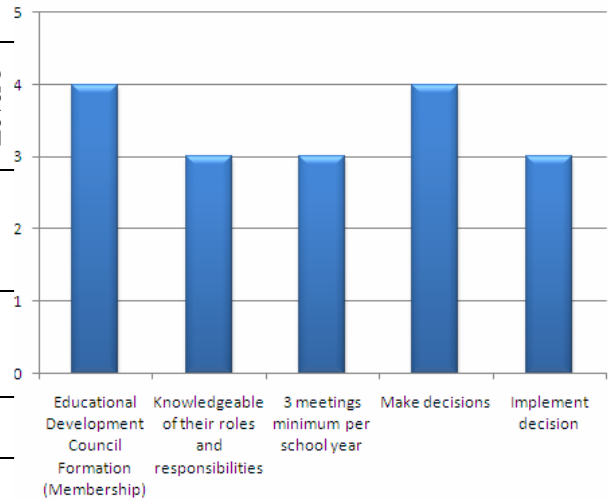
### Group 1 Results



**1.4 Degree to which Education Development Councils at the level of the Field Directorates are operational**  
 Source of Data: **Education Development Councils (EDCs)**

Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Educational Development Council Formation (Membership)				*	
Knowledgeable of their roles and responsibilities			*		
3 meetings minimum per school year			*		
Make decisions				*	
Implement decision			*		

Degree to which Education Development Councils at the level of the Field Directorates are operational ( EDC )

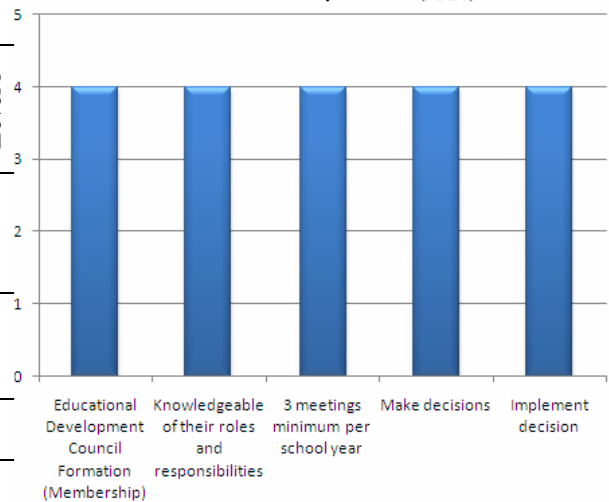


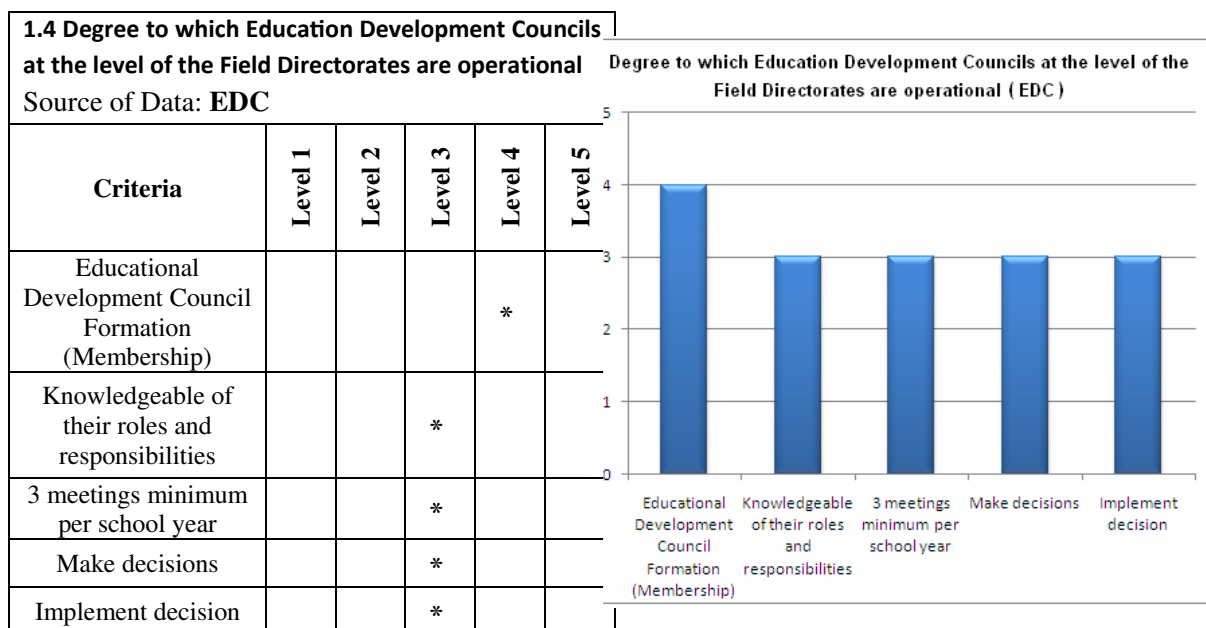
**Groups 2 and 3 Results**

**1.4 Degree to which Education Development Councils at the level of the Field Directorates are operational**  
 Source of Data: **Field Directorate Development Team (FDDT)**

Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Educational Development Council Formation (Membership)				*	
Knowledgeable of their roles and responsibilities				*	
3 meetings minimum per school year				*	
Make decisions				*	
Implement decision				*	

Degree to which Education Development Councils at the level of the Field Directorates are operational (FDDT)





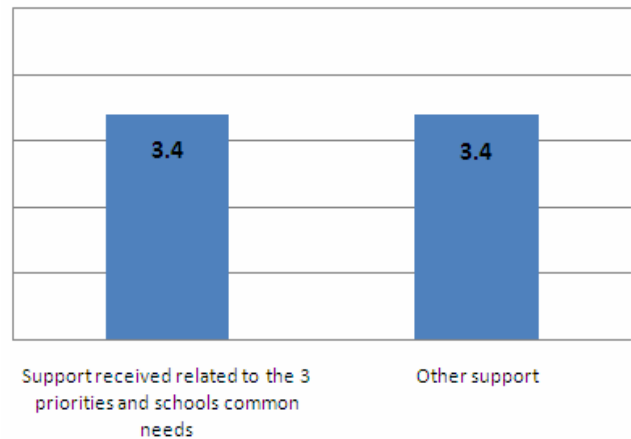
**1.5 Degree of satisfaction of school principals and teachers with Field Directorate support toward achievement of school development plans**

A representative sample of 15 principals from each of 16 Field Directorates implementing the SDDP rated their level of satisfaction with their Field Directorates. In Groups 2 and 3 the principals rated their level of satisfaction with the support they receive from their Field Directorates at 4.0/5.0 which equals the target; whereas, principals from Group 1 rated their satisfaction at 3.43/5.0 which is below target. Respondents felt that through the SDDP process, Field Directorates had a better understanding of the challenges faced by schools and the overall level of cooperation between the two bodies had increased. However, in some Field Directorates the principals stated that they would have liked more support from the Field Directorate on the development of the School Improvement Plans. Some also complained of heavy administrative burdens placed on them by the Field Directorate that prevented them from devoting more time to the School Improvement. They recommended exchange visits to schools and Field Directorates that were more experienced with SDDP as a mechanism for capacity building. They also wanted to be aware of the content of the Field Directorate Improvement Plan which normally was not shared with them.

## Group 1 Results

1.5 Degree of satisfaction of school principals and teachers with field directorate support toward achievement of school development plans					
Source of Data: Principals					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Support received related to the 3 priorities and schools common needs	Not satisfied	Minimal	Marginal	Acceptable	Strong
Other support	Not satisfied	Minimal	Marginal	Acceptable	Strong

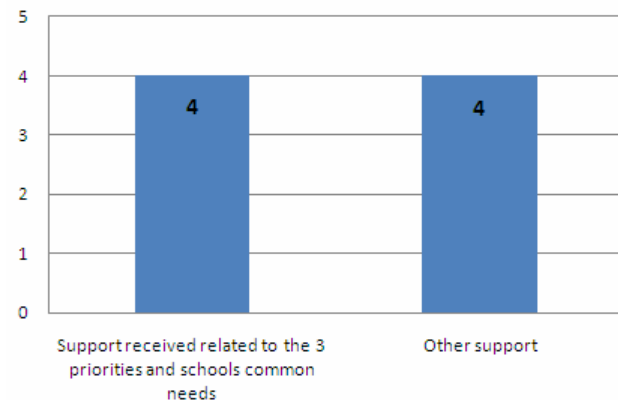
**Degree of satisfaction of school principals and teachers with field directorate support toward achievement of school development plans (Principals)**



## Groups 2 and 3 Results

1.5 Degree of satisfaction of school principals and teachers with field directorate support toward achievement of school development plans					
Source of Data: Principals					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Support received related to the 3 priorities and schools common needs	Not satisfied	Minimal	Marginal	Acceptable	Strong
Other support	Not satisfied	Minimal	Marginal	Acceptable	Strong

**Degree of satisfaction of school principals and teachers with field directorate support toward achievement of school development plans (Principals)**



## 1.6 Degree of satisfaction of Field Directorate staff with support from MoE central to implement Field Directorate Improvement Plans

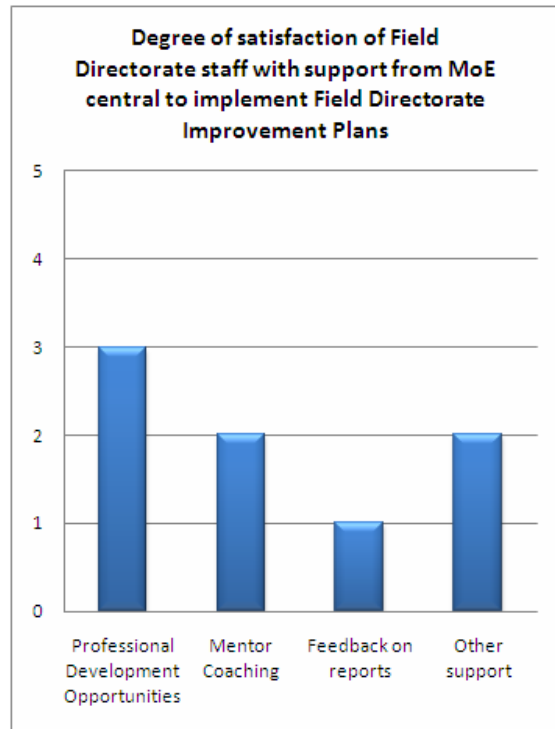
The overall level of satisfaction of the Field Directorate staff with support from MoE was 3.69/5.0 for Group 2 and 3, and in Group 1 staff rated their satisfaction at 3.43/5.0, all are below the target of 4.0/5.0. The most common weakness was the fact that the Field Directorates are not allowed to approve costs for professional development without the endorsement of the central MoE. Also they noted that there were minimal visits from the MoE to the Field Directorates and insufficient feedback on reports in a timely and consistent manner. They also commented that sustainable financial support to



implement the Field Directorate Improvement Plans would be required for continuous improvement through implementation of Field Directorate Improvement Plans.

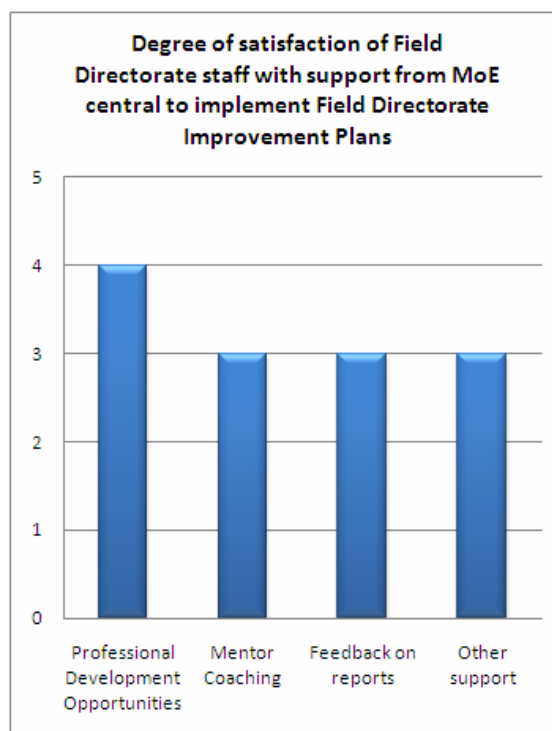
### Group 1 Results

1.6 Degree of satisfaction of Field Directorate staff with support from MoE central to implement Field Directorate Improvement Plans					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Professional Development Opportunities	Not satisfied	Minimal	Marginal	Acceptable	Strong
Mentor Coaching	Not satisfied	Minimal	Marginal	Acceptable	Strong
Feedback on reports	Not satisfied	Minimal	Marginal	Acceptable	Strong
Other support	Not satisfied	Minimal	Marginal	Acceptable	Strong



## Groups 2 and 3 Results

1.6 Degree of satisfaction of Field Directorate staff with support from MoE central to implement Field Directorate Improvement Plans					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Professional Development Opportunities	Not satisfied	Minimal	Marginal	Acceptable	Strong
Mentor Coaching	Not satisfied	Minimal	Marginal	Acceptable	Strong
Feedback on reports	Not satisfied	Minimal	Marginal	Acceptable	Strong
Other support	Not satisfied	Minimal	Marginal	Acceptable	Strong



### 1.7 Degree to which SDDP communication strategy is implemented

### 1.8 Degree of satisfaction of MoE staff with inter-departmental communications at the Center, Field Directorates and Schools, and with communication with local community in relation to SDDP

A Communications Working Group at the Ministry developed a communications strategy for the SDDP. Implementation is expected to start in the coming few months.

### Intermediate Outcome 2

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

- 2.1 Percentage of enabling gender-sensitive policies, guidelines, procedures and regulatory recommendations that have been implemented
- 2.2 Single 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
- 2.3 Extent to which mechanisms for professional and public accountability, linked to school improvement cycle, have been established and functioning effectively (Stakeholders views)

- 2.4 Degree of Satisfaction of stakeholders with extent to which decision-making authority and associated resources are being allocated and utilized to enable implementation of school improvement plans
- 2.5 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

**2.1 Percentage of enabling gender-sensitive policies, guidelines, procedures and regulatory recommendations that have been implemented**

In 2010 the Managing Directorate of Planning and Educational Research prepared the General Framework of the Education Policy (GFEP)<sup>5</sup> document. The Policy and Planning working group established in 2011 conducted a review of this GFEP that resulted into the identification of the policies that are supportive to the institutionalization of MoE's school-based educational development system established through the implementation of the School and Directorate Development Program (SDDP), and potential areas where it could be strengthened. Operational policies that are linked to GFEP were also identified. Some of these operational policies are already under development and the Policy and Planning working group will continue to work with the relevant bodies to follow-up on the development of all required operational policies. Implementation of policies will be monitored after they're approved.

**2.2 Single 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**

MoE under ERfKE I developed pilot self-evaluation instruments. In 2009 SDDP was approved as MoE's single instrument for school self-evaluation and planning. SDDP templates include performance monitoring elements (results and indicators); all schools implementing SDDP in groups 1,2 and 3 (1500 schools in 16 Field Directorates) received the required training and are currently using this model for planning and school self-evaluation. The roll out of SDDP will build the capacity of all schools in the Kingdom to ensure proper use of this instrument.

**2.3 Extent to which mechanisms for professional and public accountability, linked to school improvement cycle, have been established and functioning effectively (Stakeholders views)**

This indicator was not measured

---

<sup>5</sup>Under ERfKEI and with the support of CIDA, the Managing Directorate of Education Research and Planning prepared in 2010 the General Framework of the Education Policy document.

## **2.4 Degree of satisfaction of stakeholders with extent to which decision-making authority and associated resources are being allocated and utilized to enable implementation of school improvement plans**

This indicator was not measured

## **2.5 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**

The M&E data from the SDDP program and the information on school and directorate needs identified through the SDDP process are both important sources of field data that should be used by the MoE to inform policy and planning.

With this in mind, MED in cooperation with ETC, created the M&E Framework for the SDDP (ERFKE II Component I) which formed the basis for several capacity development activities to conduct participatory M&E for MED staff and 22 M&E Coordinators in the field. Also, this M&E Framework was used to collect data in Groups 1, 2 and 3 Field Directorates. The data collected formed the basis for this first MoE SDDP monitoring report.

The second source of data is from the SDDP process itself. Data from the standardized school self-review process operational in 40% of Jordanian public schools is currently aggregated to the Field Directorate level. Through use of a custom designed software program, Field Directorates are able to identify school common needs and plan for targeted interventions. A mechanism for this data to be aggregated and analyzed at the national level is currently under development so that it can be used to inform decision making. Capacity development on the use of data to inform decision making will be required.

Level of satisfaction will be measured and included in future reports.

### **2.2.2 Immediate Outcomes**

#### **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**

Indicators:

- 1.1.1 Percentage of School Improvement Plans that meet minimum quality standards
- 1.1.2 Percentage of Field Directorate Improvement Plans that meet minimum quality standards
- 1.1.3 Level to which gender is integrated into SDDP
- 1.1.4 Number of communication initiatives related to SDDP as per the communication strategy
- 1.1.5 Number of School Improvement plans developed (Boys, Girls and mixed schools –Urban/Rural)
- 1.1.6 Degree of effectiveness of the process for developing School Improvement Plans (Perceptions of school leaders)

1.1.7 Number of Field Directorate Improvement Plans developed

1.1.8 Degree of effectiveness of the process for developing Field Directorate Improvement Plans (Perceptions of FD staff)

1.1.9 Percentage of review process recommendations implemented

Indications linked to this result have met the expected targets. All sixteen SDDP Field Directorate Improvement Plans and a sample of 10% of SDDP School Improvement Plans were reviewed for quality against set criteria developed by the MoE and SDIP. Through the review process, and from interviewing the stakeholders on the effectiveness of the SDDP process, the MoE was provided with valuable insights on how to improve the Program.

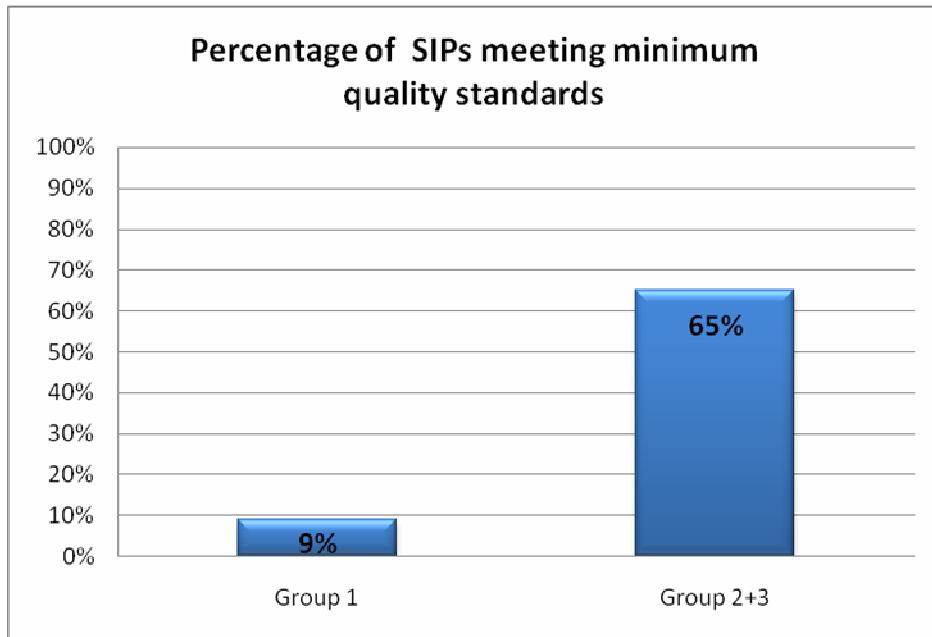
#### **1.1.1 Percentage of school improvement Plans that meet minimum quality standards**

The average overall score for the quality of SDDP School Improvement Plans in Group 2 and 3 was 4.2/5.0 which exceeds the target of 4.0/5.0, whereas the score for Group 1 schools' SIPs was 3.0/5.0 which is less than the target. Of the five sub-indicators, in Groups 2 and 3 the highest rated component was "results aligned with priorities" 4.5/5.0 and the lowest was "responsibilities identified for each procedure" 3.8/5.0. In Group one the situation was reversed, as the lowest rated sub-indicator was "results aligned with priorities" that scored 1.7/5.0, and the highest rated sub-indicator was "responsibilities identified for each procedure" 4.1/5.0. There were no significant differences between boys' and girls'/mixed schools.

Two of the main recommendations that came out of the review of the plans were:

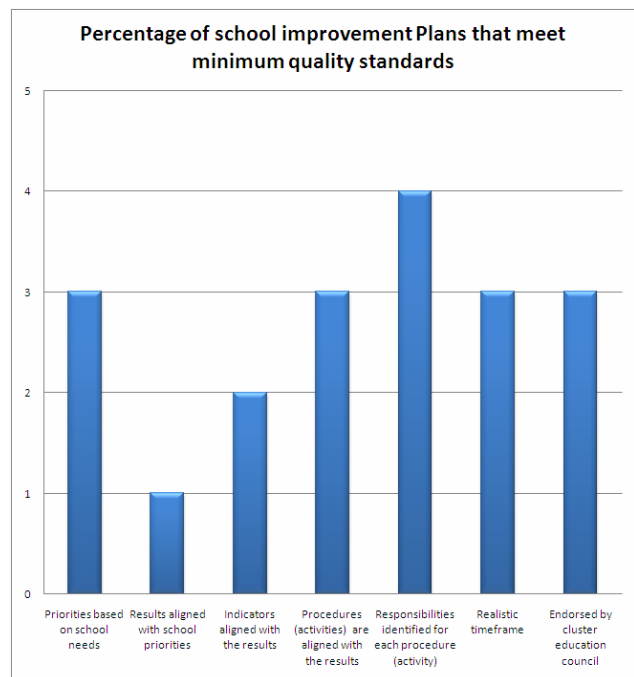
- the teams required more training on results based management; and
- SDDP be mandated as the only planning tool for school development and directives should be issued for schools to apply it.

65% of Groups 2 and 3 School Improvement Plans met minimum quality standard 4.0/5.0, while in Group 1 only 9% of school improvement plans met minimum quality standard.



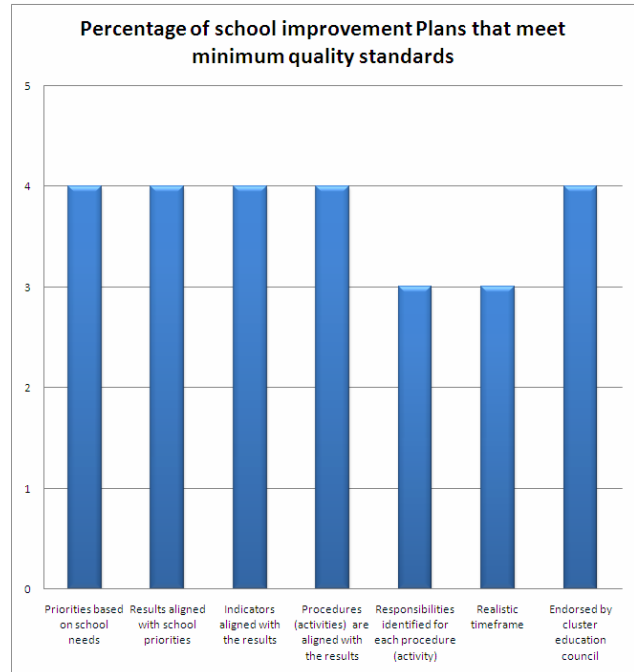
## Group 1 Results

1.1.1 Percentage of School Improvement Plans that meet minimum quality standards					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Priorities based on school needs			*		
Results aligned with school priorities	*				
Indicators aligned with the results		*			
Procedures (activities) are aligned with the results			*		
Responsibilities identified for each procedure (activity)				*	
Realistic timeframe			*		
Endorsed by cluster education council			*		



## Groups 2 and 3 Results

1.1.1 Percentage of school improvement Plans that meet minimum quality standards					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Priorities based on school needs				*	
Results aligned with school priorities				*	
Indicators aligned with the results				*	
Procedures (activities) are aligned with the results				*	
Responsibilities identified for each procedure (activity)			*		
Realistic timeframe			*		
Endorsed by cluster education council				*	



### 1.1.2 Percentage of Field Directorate Improvement Plans that meet minimum quality standards

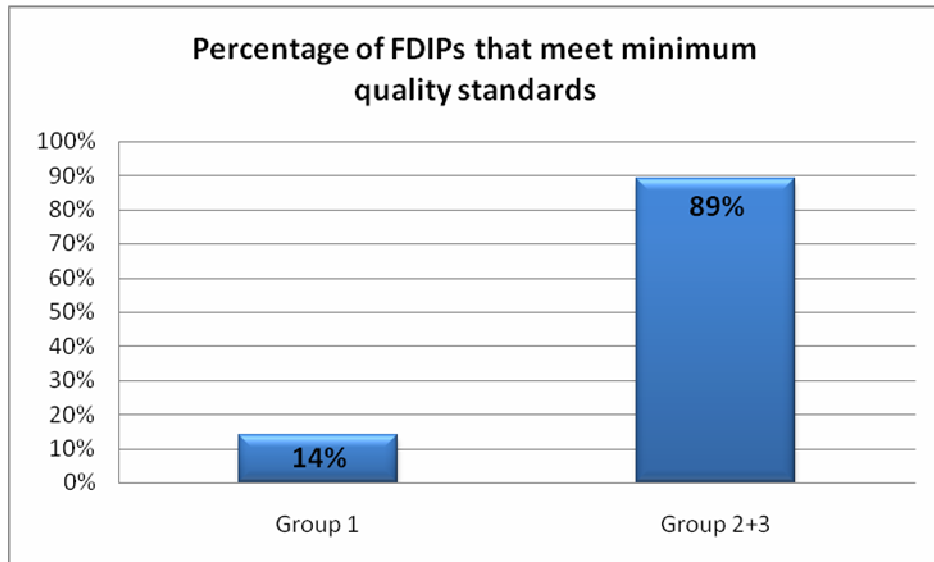
Field Directorate Improvement Plans address both the capacity issues of the Field Directorates themselves as identified through self-assessment process as well as and the common needs of schools. All of the Field Directorate improvement plans from the 16 SDDP Field Directorates in were reviewed against five criteria. The average score for the quality for FDIPs in Groups 2 and 3 was 4.2/5.0, exceeding the target of 4.0/5.0. The average score for quality for FDIPs in Group 1 was 2.7/5.0, below the target of 4.0/5.0. Gender integration was the lowest of the five criteria in Groups 2 and 3 at 2.2/5.0 and in Group 1 the score was 2.1/5.0. In some cases it was noted that gender sensitive language was used, but in most plans the disaggregated data was not used and improvement activities were not tailored to meet the differing learning needs of boys and girls. In general though, in Groups 2 and 3, there was a strong link between the identified needs, priorities and results for both the section of the plan that addresses Field Directorate needs and the common needs of schools. In Group 1, however, “indicators aligned to results” and “endorsed by the Education Development Council” sub-criteria received lowest scores 1.6/5.0 for each.

Recommendations included:

- more RBM training
- the need to use gender disaggregated data

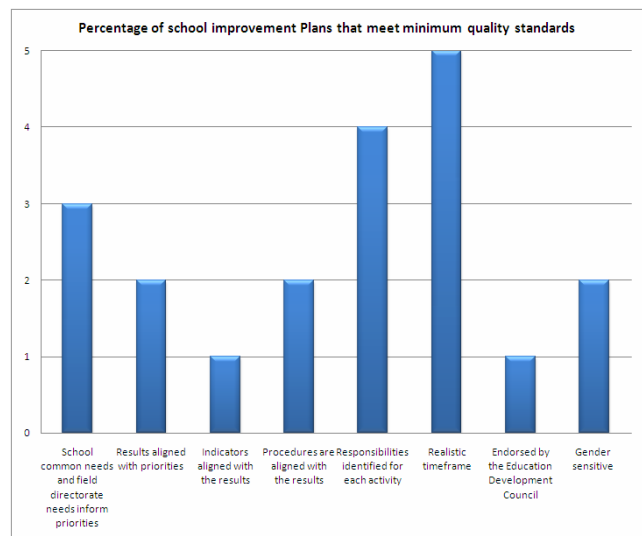
- mandating the SDDP as the only planning tool for Field Directorate development and that directives should be issued for Field Directorates to use it.

89% of FDIPs in Group 2 and 3 met the target quality standard. In Group 1 only 14% of plans met the standard.



### Group 1 Results

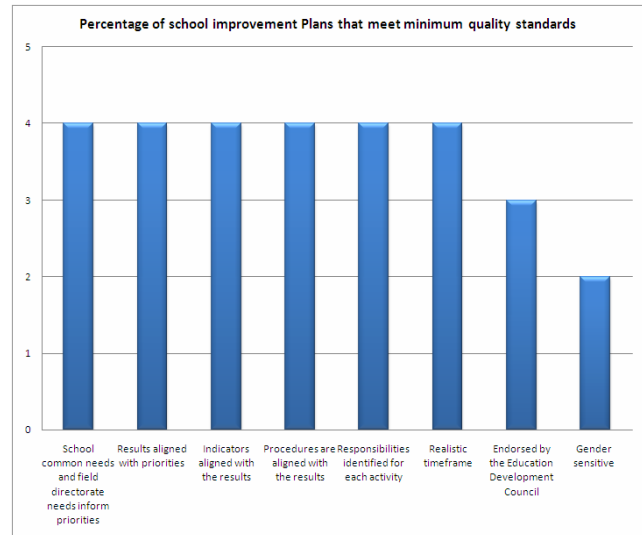
1.1.1 Percentage of School Improvement Plans that meet minimum quality standards					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
School common needs and field directorate needs inform priorities			*		
Results aligned with priorities		*			
Indicators aligned with the results	*				
Procedures are aligned with the results		*			
Responsibilities identified for each activity				*	
Realistic timeframe					*
Endorsed by the Education Development Council	*				
Gender sensitive		*			





## Group 2 and 3 Results

<b>1.1.1 Percentage of School Improvement Plans that meet minimum quality standards</b>					
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
School common needs and field directorate needs inform priorities				*	
Results aligned with priorities				*	
Indicators aligned with the results				*	
Procedures are aligned with the results				*	
Responsibilities identified for each activity				*	
Realistic timeframe				*	
Endorsed by the Education Development Council			*		
Gender sensitive		*			



### 1.1.3 Level to which gender is integrated into SDDP

This indicator was not measured

### 1.1.4 Number of communication initiatives related to SDDP as per the communication strategy

Implementation of the Communication Strategy hasn't started yet

### 1.1.5 Number of SDDP School Improvement plans developed

Groups 2&3 = 732 (100%)

Group 1 = 789 (97%)

### 1.1.6 Degree of effectiveness of the process for developing school improvement plans (Perceptions of school leaders)

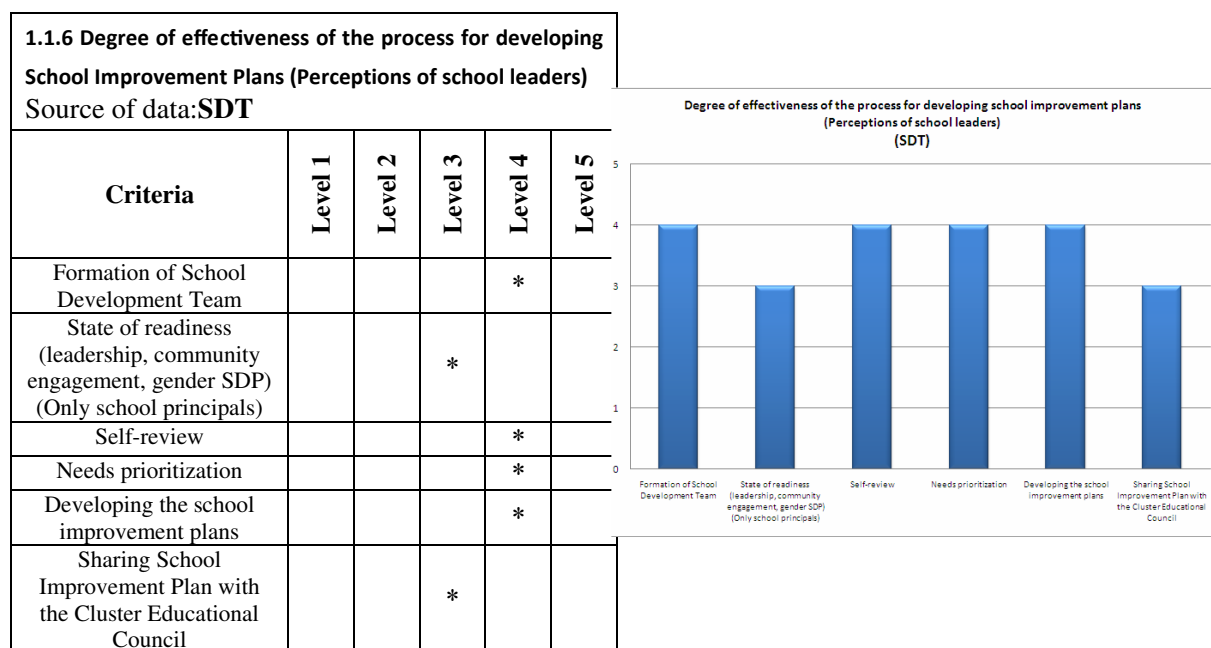
Representative samples of School Development Teams and school principals were asked about their perceptions on the effectiveness of the overall program for school development SDDP process for developing the standardized School Improvement Plans. The discussions were organized around six sub-criteria that covered the stages of the SDDP process from the state of readiness through to the completion of SIPs and sharing these with Education Councils at the school cluster level.

School Development Teams and principals in Groups 2 and 3 rated the process at 4.2/5.0; however SDTs and school principals in Group 1 rated the process at 3.9/5.0 and 3.3/5.0 respectively. Of the six criteria

listed, sharing the SIP with the Educational councils scored the lowest. The quality of the various training programs was rated highly along with the computer program that is used at the school and Field Directorate to aggregate the data for analysis by the School Development Team to determine needs.

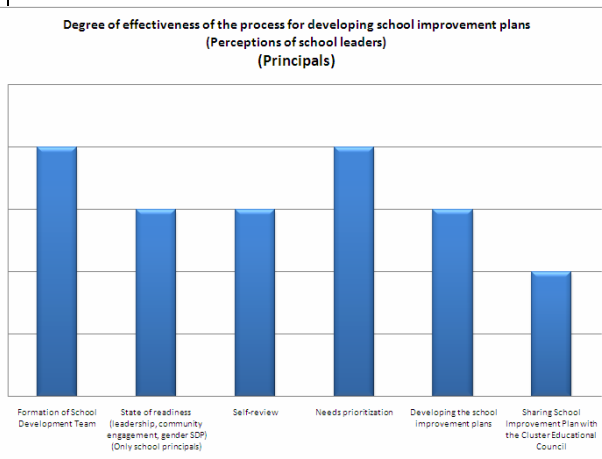
The importance of recruiting qualified and enthusiastic members for the School Development Teams and Educational Councils and the need to clarify the roles of all members of various SDDP teams and councils were noted as areas for improvement. Respondents stated that the amount of time allotted for both training and the development of the school improvement plans was insufficient and the self-review questionnaires needed to be reviewed to better address the target group.

## Group 1 Results



**1.1.6 Degree of effectiveness of the process for developing School Improvement Plans (Perceptions of school leaders)**  
Source of data: **Principals**

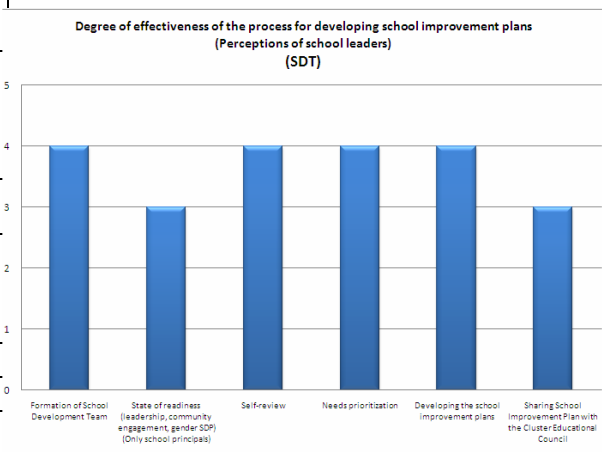
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Formation of School Development Team				*	
State of readiness (leadership, community engagement, gender SDP) (Only school principals)			*		
Self-review			*		
Needs prioritization				*	
Developing the school improvement plans			*		
Sharing School Improvement Plan with the Cluster Educational Council		*			



**Group 2 and 3 Results**

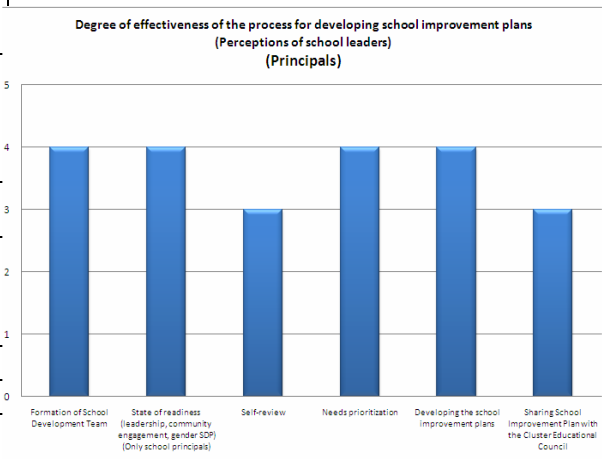
**1.1.6 Degree of effectiveness of the process for developing School Improvement Plans (Perceptions of school leaders)**  
Source of data: **SDT**

Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Formation of School Development Team				*	
State of readiness (leadership, community engagement, gender SDP) (Only school principals)			*		
Self-review				*	
Needs prioritization				*	
Developing the school improvement plans				*	
Sharing School Improvement Plan with the Cluster Educational Council			*		



**1.1.6 Degree of effectiveness of the process for developing School Improvement Plans (Perceptions of school leaders)**  
Source of data: **Principals**

Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Formation of School Development Team				*	
State of readiness (leadership, community engagement, gender SDP) (Only school principals)				*	
Self-review			*		
Needs prioritization				*	
Developing the school improvement plans				*	
Sharing School Improvement Plan with the Cluster Educational Council			*		



**1.1.7 Number of Field Directorate Improvement Plans developed**

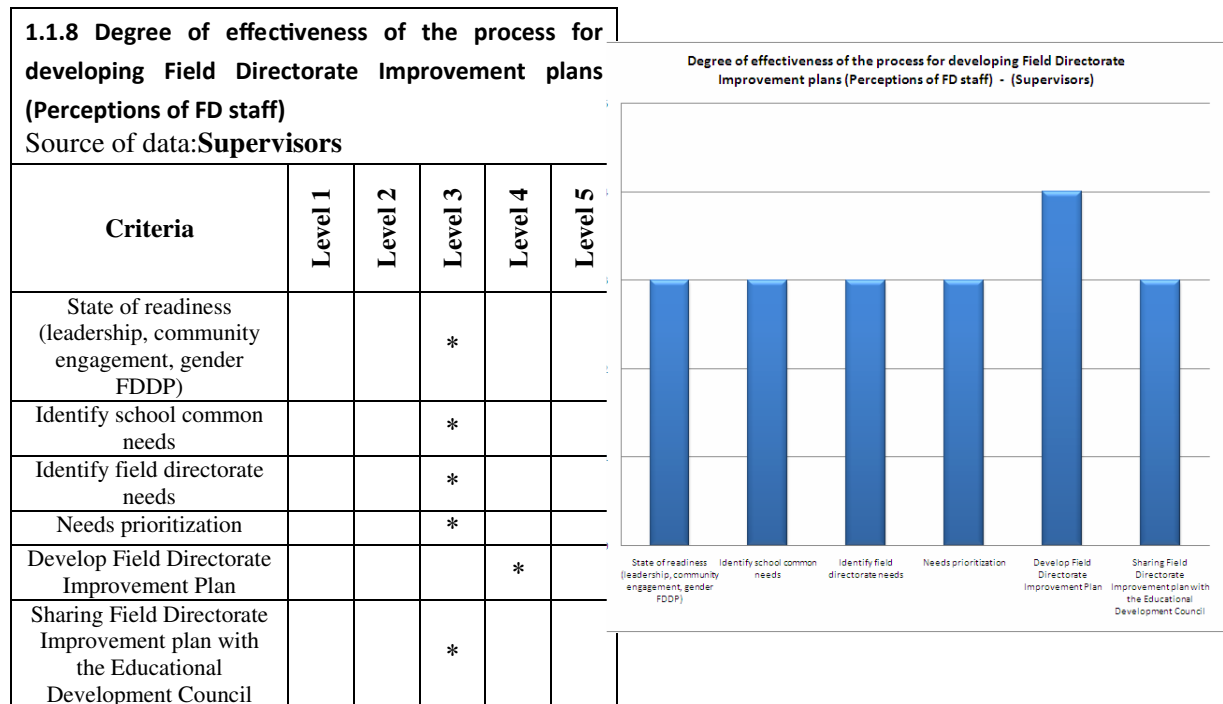
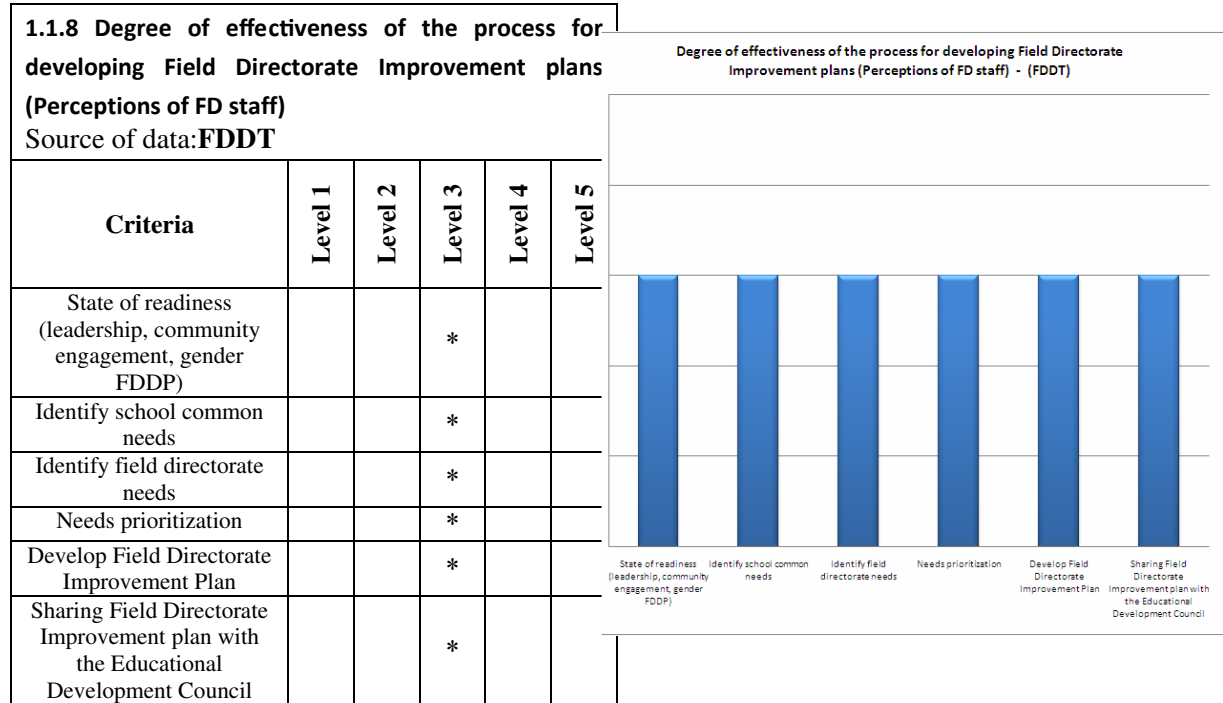
16 Field Directorate Plans developed in Groups 1, 2 and 3. (100%)

**1.1.8 Degree of effectiveness of the process for developing Field Directorate Improvement plans (Perceptions of FD staff)**

The supervisors rated the process for developing Field Directorate Improvement plans lower than the Field Directorate Development Teams (Groups 2 and 3: 3.4/5.0 compared to 4.3/5.0, Group 1: 3.4/5.0 compared to 3.6/5.0). This discrepancy is likely because while all the supervisors receive SDDP training, not all the supervisors at the Field Directorate participate in the development of the Field Directorate Improvement plan. The Field Directorate Development Teams participate in all phases of the SDDP and are therefore able to provide a broader perspective to the SIP development process. The lower rating by supervisors may also reflect the resistance of some to their new role as coaches/mentors versus evaluators. There were many recommendations related to how the SDDP process could be strengthened. The most common are as follows:

- revise some of the questionnaires used in self-review so that they better address the needs of specific audiences
- provide more opportunity for the Educational Development Councils to have input in the Field Directorate Development Plans
- increase emphasis on the importance of using the sex-disaggregated data to develop FDIPs to better address the different learning needs of boys and girls.

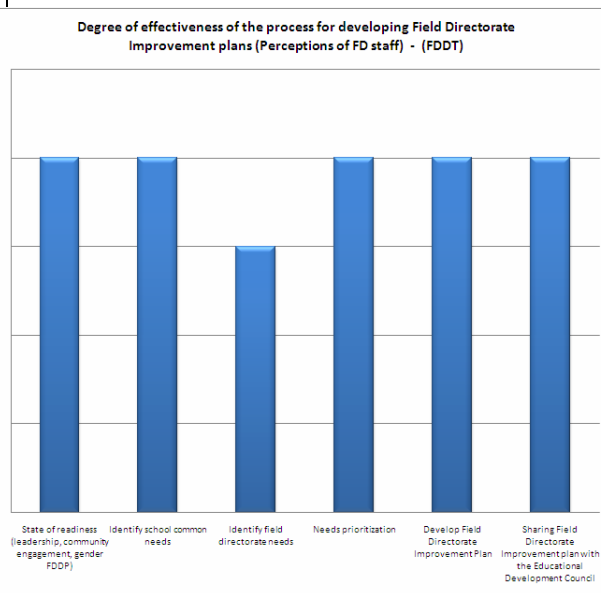
## Group 1 Results



## Group 2 and 3 Results

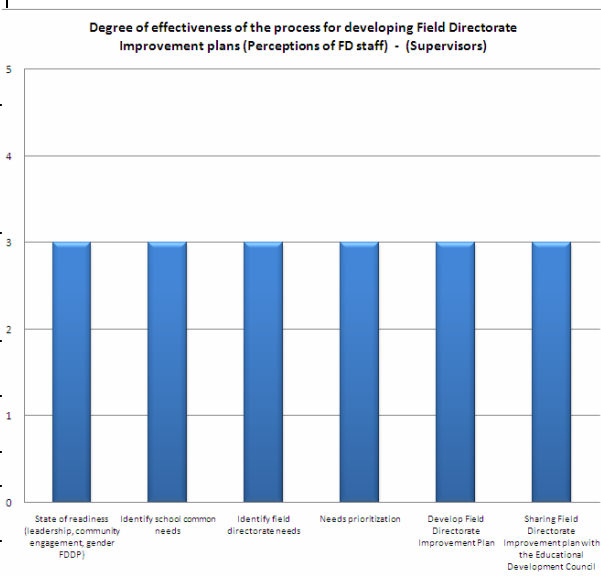
### 1.1.8 Degree of effectiveness of the process for developing Field Directorate Improvement plans (Perceptions of FD staff) Source of data:FDDT

Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
State of readiness (leadership, community engagement, gender FDDP)				*	
Identify school common needs				*	
Identify field directorate needs			*		
Needs prioritization				*	
Develop Field Directorate Improvement Plan				*	
Sharing Field Directorate Improvement plan with the Educational Development Council				*	



### 1.1.8 Degree of effectiveness of the process for developing Field Directorate Improvement plans (Perceptions of FD staff) Source of data:Supervisors

Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
State of readiness (leadership, community engagement, gender FDDP)			*		
Identify school common needs			*		
Identify field directorate needs			*		
Needs prioritization			*		
Develop Field Directorate Improvement Plan			*		
Sharing Field Directorate Improvement plan with the Educational Development Council			*		



### **1.1.9 Percentage of review process recommendations implemented**

Review process has not been conducted yet, therefore no recommendations to be implemented

## **Immediate Outcome 2.1: Policies and Strategic Planning processes respond to the developmental needs of schools and Field Directorates and accountability mechanism developed**

Indicators:

- 2.1.1 Degree of satisfaction of stakeholders with the quality of SDDP monitoring and evaluation reports
- 2.1.2 Degree of satisfaction of stakeholders with MoE policies, guidelines and procedures related to SDDP
- 2.1.3 Degree to which monitoring and evaluation reports recommendations are used to inform the implementation and continuous improvements of the SDDP

### **2.1.1 Degree of satisfaction of stakeholders with the quality of SDDP monitoring and evaluation reports**

Capacity development activities targeting MED staff and 22<sup>6</sup>Field Directorates' M&E Coordinators on all aspects of RBM participatory M&E took place. Immediately following the SDDP data collection exercise, training was conducted on data analysis and reporting. The degree of satisfaction of different audiences with SDDP monitoring reports will be measured after the production of the second report in the last quarter of 2013.

However, the MED is short-staffed and is facing obstacles in securing adequate budget to hire qualified staff and to cover the costs of performing its role. M&E coordinators were assigned in each Field Directorate by the MoE to support the M&E function, but they have other full-time assignments and limited time to devote to the new responsibilities.

### **2.1.2 Degree of satisfaction of stakeholders with MoE policies, guidelines and procedures related to SDDP**

The General Education Policy Framework (GEPF) document was reviewed for its coherence with the SDDP and recommendations made for required operational policies that should be in place to promote SDDP sustainability. This indicator will be measured after the approval and implementation of GEPF and the institutionalization of recommended operational policies.

---

<sup>6</sup> 22 FDs Includes the 6 new field directorates in Group 4 which will start implementation of the SDDP in September 2012.

### **2.1.3 Degree to which monitoring and evaluation reports recommendations are used to inform the implementation and continuous improvements of the SDDP**

This indicator will be measured after the production of the second report during the last quarter of 2013.

### **Immediate Outcome 2.2: Improved range of sustainable financial and technical support to schools and Field Directorates for the implementation of their improvement plans**

Indicators:

- 2.2.1 Percentage of school and Field Directorate Improvement Plans' activities implemented with financial support from MoE budget
- 2.2.2 Amount allocated in MoE annual budget as financial support for the implementation of the schools' and Field Directorates' Improvement Plans
- 2.2.3 Number of schools and Field Directorates having received MoE grants
- 2.2.4 Degree of satisfaction of Clearinghouse users with services provided
- 2.2.5 Number of stakeholders using the clearinghouse

#### **2.2.1 Percentage of school and Field Directorate Improvement Plans' activities implemented with financial support from MoE budget**

#### **2.2.2 Amount allocated in MoE annual budget as financial support for the implementation of the schools' and Field Directorates' Improvement Plans**

#### **2.2.3 Number of schools and directorates having received MoE grants**

Groups 1,2 and 3 Field Directorates and schools are using Block Grants provided by CIDA through SDIP to help in implementing their plans. MoE has allocated in its 2012 Budget some financial resources to support the implementation of Group 1 School Improvement Plans.

#### **2.2.4 Degree of satisfaction of Clearinghouse users with services provided**

#### **2.2.5 Number of stakeholders using the clearinghouse**

Clearinghouse hasnotbeen established yet.



## 3.2 Outputs

### **Output 1.1.1: SDDP Communications Strategy developed**

Indicators:

#### 1.1.1.1 Presence of SDDP Communications Strategy

The Communications Strategy and Action Plan were initially proposed to enhance communications on the SDDP program across the central ministry, directorates, schools and local community levels.

MoE stressed the importance of considering the development of the strategy that links to the overall implementation of the ERfKE II Project. Therefore, the strategic objectives consider a framework that is applicable not only for ERfKE II and SDDP, but it can also serve as an adoptable and implementable communications template with all initiatives, plans, programs and projects executed by MoE.

Based on the findings from a situational analysis that was completed last year, a five-year Communications Strategy was developed outlining the overall approach to promote activities of ERfKE II at large, and SDDP in specific, at the levels of the central ministry, directorates, schools, education councils, local communities, relevant donors and the media.

The strategy includes an implementation plan to: build the capacity of MoE in the field of strategic communications; enhance sustainable and planned communications efforts to guarantee effective flow of information across the different tiers in a timely manner; distribute success stories resulting from the roll out phase of the SDDP to maintain engagement and support for the Program; engage news media in promoting awareness and better understanding of the education reform efforts and activities of ERfKE II/SDDP; and utilize social marketing materials in tandem with program community based events, capacity building programs, etc. It will be presented to the MoE Planning Committee during in July 2012 for approval and subsequent implementation.

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

Indicators:

#### 1.1.2.1 Number of members of MoE Communication Team, Field Directorates media staff and Education Council members trained(M/F)

Once Communication Strategy has been approved, MoE will start working on developing a communications training program based on the needs of relevant MoE staff and education councils to include the following topics:

- Strategic Communications Planning
- Content Development Strategies
- Social Networking

- Training of trainers (TOT)
- Media Relations Management
- Awareness Campaigning

**Output 1.1.3: MoE school leaders and Field Directorate supervisors trained to plan and implement RBM-based, gender sensitive School Improvement Plans with community participation**

Indicators:

- 1.1.3.1 Number of principals, principal assistants and supervisors trained on School Development Program (M/F, U/R)
- 1.1.3.2 Number of Principals, Principal Assistants, Supervisors and Filed Directorate Division Head Trained on Leadership (M/F, U/R)
- 1.1.3.3 Number of Community Members, Education Council members, Principals, Principal Assistants, Councilors and Supervisors (M/F) trained on Community Engagement Program

This output focuses on MoE's School Development Program capacity building activities for principals, assistant principals, supervisors and community members.

Implementation of the SDDP in Group 2 (3 Field Directorates) began in April, 2011, after the end of the first cycle of implementation in Group 1. Work began in Group 3 (six more Field Directorates) with the new school year in September 2011. The State of Readiness for the Group 4 Field Directorates started in May 2012.

In the first part of the program implementation in each new Field Directorate, SDDP undertakes the intensive training required to ensure all school leaders have a good understanding of the theory behind school development and all have developed skills to implement the self-review process in their schools. Since inception in Groups 2 and 3, 1497 principals and vice principals (808 men /689 women) participated in the SDDP leadership training program; 1667 principals, vice principals, supervisors and directorate staff (932 women/735 men) completed the School Development training program; and 732 schools (100%) completed results-based School Improvement Plans.

In Group 1, 1043 principals and vice principals (520 men and 523 women) participated in the SDDP leadership training program; 1167 principals, vice principals and supervisors (550 women and 617 men) completed the School Development training program; and 789 schools completed results-based School Improvement Plans. There are 19 new schools in these Field Directorates totaling 808.

Since SDDP methodology promotes community participation, Community Engagement training program is provided as well. Since April 2011, 2559 people were trained on local community engagement in Groups 2 and 3 including 166 supervisors (61 women/105 men), 64 other directorate staff (20 women/44 men), 664 Principals (433 women/231 men), 326 assistant principals (183 women/143 men), 3 students (3 girls/0 boys), 429 counselors (276 women /153 men), 111 Division Heads (18 women /93 men), 791 local community (568 women/223 men). This work led to the formation and activation of 83 Educational

Councils in the nine Field Directorates. The School Improvement Plans are ratified by the Educational Councils at the school cluster level and an action plan to support schools is developed.

In Group 1, the number of people trained on Community Engagement was 1183 including 40 supervisors (2 women/38 men), 102 other directorate staff (24 women/78 men), 266 Principals (121 women/145 men), 66 assistant principals (19 women/47 men), 52 counselors (24 women /28 men), 35 Division Heads (6 women /29 men), 657 local community (390 women/267 men). This work led to the formation of 68 Educational Councils in the nine Field Directorates.

A perennial issue at the MoE is the high level of staff turnover. Therefore, during the past few months, training has been provided to newly appointed people in Groups 2 and 3 Field Directorates to ensure new staff are able to continue the school development process. 100% of newly appointed staff in the nine Field Directorates were trained in Leadership and the SDDP which included 92 supervisors, principals, and assistant principals (48 women/44 men). In addition, 254 new people were trained in community engagement: 79 community members (61 women/18 men), 30 principals (17 women/13 men), 80 assistant principals (49 women/31 men), 13 school counselors (11 women/ 2 men), 36 Supervisors (8 women /28 men), and 16 Field Directorate staff (8 women/ 8 men). Training has not been provided to new staff/community members in Group 1.

In Group 4, to date, Training of Trainers for the leadership program is completed. One hundred fifty two Supervisors, School Principals and Heads of Division were trained as trainers in Leadership (54 women and 98 men). These master trainers will then be able to begin training on Leadership in their directorates as per the agreed plan.

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

Indicators:

1.1.4.1 Number of Field Directorate staff trained on FDP (M/F)

This output focuses on capacity building for the Field Directorate Development Program: Field Directorate Directors, Heads of Division and Supervisors.

When the schools have completed their plans, their self-review data is shared with the Field Directorate who enters the data into a computer program. The Field Directorate Development Team analyses the data and considers the school needs as well as their own capacity to help schools address their needs.

Since the beginning of the program in Groups 2 and 3 Field Directorates, 502 Field Directorate staff have participated in the Field Directorate training program and contributed to the development of the Field Directorate Improvement Plans: 163 Heads of Division (15 women/148 men); 110 Supervisors (41 women/69 men); and 229 other directorate staff (83 women/146 men).

In Group 1 Field Directorates, 538 Field Directorate staff participated in the Field Directorate training program and contributed to the development of the Field Directorate Improvement Plans: 46 Heads of Division (1 women/45 men); 86 Supervisors (12 women/47 men); and 406 other directorate staff (181 women/225 men).

The Field Directorate Improvement Plans were ratified by the Educational Development Councils and an Action Plan was developed to support the implementation of FDIPs.

Newly appointed staff were also trained in Groups 2 and 3 Field Directorates. Twelve Division Heads were trained (2 women/10 men) in Leadership, and 112 new staff (Directors, Heads of Division and Supervisors) were trained in the FDP (27 women/85 men). No training has been provided for new staff in Group 1.

#### **Output 1.1.5: Process for reviewing and revising the SDDP implemented**

Indicators:

1.1.5.1 Number of reviews conducted

1.1.5.2 Number of education stakeholders involved in the SDDP review process

The program has not yet been reviewed.

#### **Output 1.1.6: MoE staff trained on integrating gender analysis into daily work to support school improvement**

Indicators:

1.1.6.1 Number of Field Directorate, school and MoE Central staff trained to use gender analysis (M/F)

Capacity building activities for gender analysis within the SDDP were carried out, at two parallel levels: MoE central and at field directorate levels. At MoE central gender analysis training was provided for the Gender Division staff in addition to Gender Training of Trainers to equip the Gender Division staff with the skills to provide gender training at the center level.

At the field directorate level, in Group 1 training was provided to 3106 school principals and assistant principals (1547 men /1559 women). In Groups 2 and 3, gender training was provided to 1497 school principals and assistant principals (808 men and 689 women) received gender training. Also, training was provided to newly appointed staff in Groups 2 and 3 Field Directorates: 92 Supervisors, School Principals and Principal Assistants (44 men/48 women) and 12 Division Heads (10 men/ 2 women).

A core team of three gender champions were selected within the nine Field Directorates from Groups 2 and 3. These gender champions are deepening their gender analysis knowledge and skills.

In Group Four Field Directorates (6 new directorates), the State of Readiness program was initiated in May by providing a two-day gender analysis training module to 152 participants in Group 4: 54 School Principals (32 women/22 men), 65 Supervisors (18 women/ 47 men), and 33 Division Heads (4 women/29 men). Based on an evaluation of the participants training skills and grasp of the concepts provided during the training, 46 Master Trainers were selected (18 women, 28 men). Master trainers were selected to carry out the training in Group 4 six Field Directorates for the SDDP State of Readiness.

**Output 2.1.1: A Results-based, gender sensitive, Monitoring and Evaluation Framework for SDDP developed.**

Indicators:

2.1.1.1 Number of staff trained in results-based M&E (M/F)

2.1.1.2 Number of SDDP M&E Reports produced

A series of RBM related activities have been delivered in support of the development and implementation of an RBM based monitoring and evaluation framework for SDDP.

These have included the following:

- RBM and performance measurement for the three main MoE cross functional teams (SDDP technical team, policy planning working group and M&E working group)
- RBM and performance measurement for 22 Field Directorate-based M&E Co-coordinators from Groups 1,2, 3 and 4 led by the Director of MED.
- A workshop on data collection techniques and planning for the data collection exercise in preparation for the production of the first SDDP report, followed by two days of field data collection.

It is planned that this first SDDP monitoring report be followed by other reports issued annually in addition to other reports as needed.

**Output 2.1.2: MoE SDDP related policies to institutionalize coherent planning at school, Field Directorate and MoE central levels developed**

Indicators:

2.1.2.1 Presence of institutional mechanism that facilitates information flow in all directions and within all levels

2.1.2.2 Existence of SDDP enabling policies and regulations

The MoE Policy and Planning Working Group that was formed in 2011 conducted a thorough review of the General Educational Policy Framework document along with the National Gender Mainstreaming Strategy and the recently developed Communications strategy. All were found to contain the required overarching policy statements that, if adopted, would support the institutionalization SDDP through appropriate operational policies and procedures.

A document was prepared that highlighted the elements of the General Educational Policy Framework that support the sustainability of the SDDP including policies from the National Gender Mainstreaming Strategy and the Communications Strategy. The second document prepared by the group was a matrix that proposed operational policies and procedures that are consistent with the GEPF and needed to institutionalize the new roles of key MoE personnel and to sustain the SDDP.

#### Strengthen Planning Linkages at Central, Field Directorate and School Levels:

The SDDP is now being carried out in roughly 40% of MoE schools. The participatory, school-based improvement process provides a wealth of information about the strengths and weaknesses of government schools and Field Directorates across a range of criteria for effective education. For this information to influence educational policy a strong mechanism will have to be in place to link various MoE departments at the three levels.

In November 2011 MoE held “SDDP Strategic Linkages” Workshop to raise awareness of Central MoE staff of the data generated through implementation of SDDP and how it is utilized in the preparation of School and Field Directorates Improvement Plans. As a follow-up to the workshop recommendations, DTQS (recently replaced with the Educational Training Centre or ETC), SDDP Field Directorates and SDIP worked closely during the past six months on a mechanism for rolling up information from Field Directorates and schools to the national level so that it can be used for decision making.

A meeting was also held in February 2012 with the purpose of creating better understanding, across Managing Directorates (MDs) and with the field directors, of the rich information that is being generated through the SDDP process and to generate commitment for MDs to work together to ensure that this is used in a meaningful way at the national level.

At this meeting the Field Directors elaborately described the collaborative effort that goes into the SDDP process aiming for MDs to value the fact that the improvement plans are built on evidence gathered through a participatory process. The meeting also provided an important opportunity for the MDs who attended it to ask important questions and raise significant concerns about how this information will be used.

#### **Output 2.2.1: Clearinghouse providing data, information and resources needed by SDDP stakeholders established**

Indicators:

##### 2.2.1.1 Presence of Clearinghouse

Clearinghouse has not yet been established

**Output 2.2.2: Financial mechanism to provide financial support for the implementation of School and Field Directorate Improvement Plans established**

2.2.2.1 Procedures and guidelines for grants developed

This indicator was not measured.

## RECOMMENDATIONS

---

- Establishing a mechanism for providing on-going grants, training and technical assistance to schools and Field Directorates to support local innovation and ownership of continuous school improvement.
- Simplifying fundraising procedures to enable schools to mobilize resources from the local community
- Establishing a mechanism for on-going professional development on SDDP topics is an important element to a long-term sustainability strategy.
- Integrating gender through enhancing Gender Division's role and the role of gender champions in the Field Directorates.
- Ensuring that the needed educational strategic and operational policies for the national program for school development (SDDP) sustainability are in place
- Developing a mechanism through which the data from the Field Directorate development plans and M&E data from the SDDP are systematically and regularly used to inform national and local policy, priorities, plans and key MoE functions
- Implementing awareness raising campaigns around SDDP related roles and responsibilities at all levels
- Continuous capacity building focusing on Results-based Management.
- Implementing professional accountability mechanism for all SDDP staff at all levels
- Mandating SDDP as being the single standardized model for school and Field Directorate development through issuing official directives.