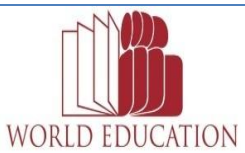
THE HASHEMITE KINGDOM OF JORDAN
EDUCATION REFORM FOR KNOWLEDGE ECONOMY II (ERfKE II)



المركز الوطني لتنمية الموارد البشرية
National Center for Human Resources Development

Assessment of the School and Directorate Development Program (SDDP)

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Publication Series No. 172
2014

* This report is a product of collaboration between National Center for Human Resources Development (NCHRD) and World Education, Inc. (WEI) researchers under the Monitoring & Evaluation Partnership (MEP) project. MEP is a four-year (2010-2015) USAID-funded project implemented by World Education with the aim to strengthen the technical capacity of NCHRD and to provide financial support for a series of program quality evaluations for the Government of Jordan's Education Reform for Knowledge Economy (ERfKE II) program.

The Hashemite kingdom of Jordan

The Deposit Number at The National Library
(3126-7-2014)

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Executive Summary

The National School and Directorate Development Program (SDDP) focuses at its core on the decentralization of education authority to the school level. More specifically, it focuses on the establishment of a system which aims to initiate a well-functioning school-based development process to enable the delivery of quality education to improve children's understanding and skills so that they can thrive in a knowledge-based economy.

The primary objectives of the *Assessment of the School and Directorate Development Program (SDDP)* assessment are to:

1) determine the extent to which schools and directorates are complying with SDDP principles in educational domains;
2) determine the most successful and challenging aspects for program implementation and sustainability; and
3) report on stakeholders' perceptions of the overall quality and relevance of SDDP training.

METHODS AND SAMPLING PROCEDURES

To achieve the first and second objectives mentioned above, the research team used both quantitative and qualitative evaluation methods. Data on schools' and directorates' compliance with SDDP components (teaching practices, school environment, parental involvement in schools, participatory leadership, and program sustainability) were collected from teachers, supervisors, principals, and students through questionnaires. The study also examined schools' policy and management documentation to assess their planning capacity. In addition, the team conducted focus group discussions with school, field directorate, and Ministry of Education (MoE) stakeholders to gain an in-depth understanding of SDDP successes and challenges.

To achieve the third objective, perception of SDDP training quality, the research team interviewed principals and supervisors who participated in SDDP training and asked close-ended questions about the training process.

For the purposes of this study, we selected a sample of 115 schools, which comprised approximately 15% of the entire population of SDDP schools in seven directorates (Aljeizah, Almowaqar, Almafraq, Badia North West, Badia North East, Jerash, and South Ghour). The sample was selected randomly according to regions (north, middle, south), location (urban, rural), and school sex (male, female). In total, the research team collected data from 460 teachers, 118 supervisors, 115 principals, and 953 students. Overall, 94.8% of principals and 89.9% of supervisors in the sample had been trained in the SDDP at the time of the assessment.

FINDINGS

1) <u>Schools' and Directorates' Compliance with SDDP Principles in Educational Domains</u>

Study participants' scores on SDDP compliance ranged from 0-3 and represented their perceptions on the extent to which SDDP practices were in place at the school and directorates

under study. Scores ranging from 0-0.5 suggested that respondents believed that general compliance with SDDP practices (in specific program domains) was very low or absent, while scores ranging from 0.51-1.50 implied that compliance was low and not many SDDP practices had been put into place. Scores ranging from 1.51-2.5 indicated compliance was high and practices were, for the most part, in place, and scores from 2.51-3.00 suggested that compliance was very high and good practices have been in place.

Teaching Practices[1]

Overall, stakeholders agree that compliance with good teaching practices, as outlined by the SDDP program, was present in their schools. However, there was a significant variation in the ratings by different stakeholder groups (teachers, students, supervisors, and principals). Teachers' mean scores on teaching practices (M=2.44) were significantly higher than other groups. Supervisors' gave the lowest ratings to compliance with teaching practices (M=1.73). Students and principals were similar in their perceptions (M=2.17 and M=2.24, respectively). It is clear that teachers' self-evaluation ratings were more generous than those of other stakeholders. They were 29% better than the supervisors' ratings and 11% better than the students' ratings of the teachers. Supervisors were definitely the most critical of teaching practices.

Despite the overall high scores on SDDP schools' compliance with regards to teaching practices, some aspects of teaching, highlighted in this report, suggest that there is room for improvement in specific areas. For example, 59% of supervisors believed that teachers did not use technology in their teaching routine in the classroom (as compared to 40% of students and 24% of teachers). In addition, the teachers were not able to help regular students accept students with special needs (either gifted or those with learning disabilities). It is likely that schools have not addressed that issue in their work and/or action plans, and they might require some special training to improve teachers' capabilities in this area.

School Environment

Overall, stakeholders rated the school environment, as it related to conduciveness to learn, as high. On this sub-domain, principals rated school environment the highest (M=2.1), followed by teachers (M=2.0). Students' scores (M=1.8) were significantly lower than principals' and teachers'. It is clear that students were the most critical about the school environment. More specifically, 40% of students believed the schools did not have the necessary teaching materials, tools, and resources necessary to enable them to learn. Similar percentages did not believe their school provided a psychologically or physically safe environment for learning (38% and 33%, respectively). Overall differences in perceptions about school environment among principals, teachers, and students might reflect principals' and teachers' lack of awareness about the quality of teaching and learning environment in their schools, especially as it pertains to school safety.

[1] SDDP is not responsible for actual training of classroom teachers. However, the program is supposed to encourage principals and supervisors to be aware of teachers' training needs to improve students' learning and to support any training needed.

Parental Involvement in Schools

Principals' and teachers' perceptions of parental involvement in schools were high (M= 2.1 and 1.72, respectively). However, principals' mean scores were significantly higher (18% higher) than teachers' mean score. During focus group discussions, teachers, principals, supervisors, and MoE staff stated that parental involvement in schools was by far the most positive outcome of the SDDP Program to date. However, the quantitative analysis revealed interesting trends regarding parental participation in schools. For instance, while principals and teachers agreed that parents were welcome in schools (96% and 98%, respectively), a large percentage of teachers (53%) stated that parents did not attend parent–teacher meetings. Furthermore, 57% of teachers and 45% of principals noted that parent-teacher councils were not active in contributing to the improvement of schools, though this was in large part due to the fact that they were not allowed to contribute financial support under the law.

Participatory School Leadership

Most principals and teachers agreed that participatory school leadership was a positive feature in SDDP schools. Principals' ratings were significantly higher than teachers' (M=2.27 and 2.10, respectively). However, most teachers (90%) acknowledged that they were included in discussions about school improvement. In addition, school management seems to have been successful in building a culture of trust among school stakeholders (77%). On the other hand, school management has not included students in school decisions, according to many teachers (44%). Excluding students from discussions about schools might leave principals and teachers "in the dark" about problems that students perceive in the school environment.

SDDP Sustainability

The lowest overall scores on stakeholders' perception of SDDP compliance were related to program sustainability. Principals' and supervisors' perceptions differed significantly (M= 1.93 and 1.63, respectively). A large percentage of principals and supervisors had concerns about the availability of financial resources to implement action plans (43% and 53%, respectively). In fact, 67% of sampled schools had not received any grants from the MoE by the time of the interview.[2] In addition, grants varied widely (JD100-JD500) and it appears that the Ministry did not distribute them according to school size. Moreover, it was not clear why some schools had received no financial assistance whatsoever at the time of this questionnaire. Clearly, transparency in grants disbursement is needed.

In addition, some supervisors (37%) and principals (24%) reported that the MoE has not provided the necessary technical and management support to guarantee program sustainability. Many stakeholders (44% of supervisors and 21% of principals) believed that MoE officials were not prepared to make the shift to having schools be the leading unit of change.

[2] All schools and Field Directorates received CIDA funded grants. However, only a small percentage of schools had received MoE grants at the time of the study.

Field Directorate and Supervisors' Support for Educational Improvement

The overall mean scores across stakeholders were high, suggesting that supervisors and/or field directorates have supported professional development for teachers. The lowest scores were given by teachers (M=1.98) and differed significantly from principals' and supervisors' scores (M=2.04 and 2.07, respectively). Some teachers have negative views about specific kinds of support received. Approximately 31% of teachers agreed that supervisors did not provide pedagogical and classroom management coaching to teachers. Further, 30% of teachers believed that supervisors did not support school implementation of the SDDP.

The table below provides a summary of the findings presented above, highlighting the weakest and strongest points of compliance, according to the most critical stakeholders.

SDDP Educational Domains	Weakest Points	Strongest Points
Teaching Practices (Supervisors)	Teachers do not utilize computer technology as a teaching strategy in their lessons	Teachers ask students whether they understood a new lesson/topic
School Environment (Students)	Schools do not have the necessary teaching materials, tools, and resources	Our school encourages students to learn
Parental Involvement (Teachers)	Parent-teacher council do not contribute resources to the school to enhance student learning	Parents are welcomed in the school
Participatory Leadership (Teachers)	School management does not include students in discussions about improving the school	Our school has developed a process of identifying teachers' needs for professional development
Sustainability (Supervisors)	School does not have enough financial resources to implement action plans	Schools are able to develop their own development plans
Field Directorate Support (Teachers)	The supervisor do not provides subject specific coaching for teachers	Our field directorate provides appropriate training on teaching and learning strategies

SDDP Document Review

The research team sought to determine the extent to which schools followed SDDP guidelines to plan and document key school activities. Data on the availability of management "documents" in schools were used to assess school planning and management capacity. The table below displays the percentages of schools that developed SDDP documents and their mean quality scores (n=115).

Documents	Yes % (n)	No % (n)	Mean Quality Scores 0-1 (SD)
School Vision	92.2 (106)	7.8% (9)	.94 (.13)
School Mission	95.7 (110)	4.3% (5)	.88 (.17)
School Improvement Plan	93.9 (108)	6.1 (7)	.75 (.19)
Action Plan	93.9 (108)	6.1 (7)	.89 (.15)
Records of School Cluster Education Councils Initiatives	62.6% (72)	37.4 (43)	.79 (.36)
Records of Supervisors' Visits to Schools	97.4 (112)	2.6 (3)	NA
Records of Supervisors' Visits to Teachers	99.1 (114)	0.9 (1)	NA
Minutes of Meetings with the Officers at the Field Directorate	56.5 (65)	43.5 (50)	NA

Documentation of activities undertaken by Teachers-Parents Council	81.7 (94)	18.3 (21)	NA
Minutes of Meetings of Teachers-Parents Councils	87.0 (100)	13.0 (15)	NA
Agenda for Teachers-Parents Meetings	67.0 77)	33.0 (38)	NA
School Self-Evaluation Instruments	35.7 (41)	64.3 (74)	NA

2) The Most Successful and Challenging Aspects for Program Implementation and Sustainability

One important goal of this study was to determine the key success factors and important challenges faced during the implementation of school-based development activities at schools, directorates, and MoE level. Based on the SDDP's design and stakeholders' views about the SDDP, expressed through quantitative and focus groups findings, SDDP requires strong coordination between central and local government levels. More specifically, the MoE must take charge of monitoring SDDP field directorates' practices. In turn, field directorates must be responsible for monitoring schools under their supervision. Moreover, the field directorate must take the role of facilitators of change and supporters of SDDP implementation plans. Schools should be given the opportunity and autonomy, by all managerial levels, to sustain their development program in an environment of high expectations combined with accountability and outside support.

As presented earlier, the SDDP seems to have promoted several positive relational changes among departments, MoE, directorates, and schools. Focus group findings revealed that support for the schools, specifically school boards /school clusters had a positive impact on improving school communication with MoE. In addition, there was evidence that the program has enhanced communications with the community through the Educational Development Councils. At the MoE level, stakeholders stated that planning in the schools was now more practical and therefore more likely to be implemented, since the implementation of SDDP.

Despite the positive changes, important challenges for program implementation and sustainability remain. First, it is important to note that although many MoE staff were enthusiastic about the SDDP, many were completely unaware of the program. For example, staff from two directorates completed, believed in, and supported program implementation. In contrast, representatives of two other directorates, which were supposed to be key partners in the project, possessed little knowledge or understanding about the SDDP. Further, during focus groups it became apparent that only a few people at the MoE were involved in the project and that there was little understanding of SDDP field implementation. As a result, there was little or no coordination among departments within the MoE and between the MoE, field directorates, and schools. These findings suggest that there is a need to improve communications channels among MoE officers at the central level.

The additional challenges presented below summarize the key obstacles for SDDP sustainability, according to MoE stakeholders:

- ***Educational legislation*** does not fit program culture. For example, policies and legislation prevent school principals from receiving or accepting financial support from local community.

- ***Insufficiency of financial support*** affects sustainability, as schools become unable to implement school development plans.

- ***The high rate of turnover at all levels of the MoE of educational leaders and teachers*** could be considered as one of the biggest challenges that may hinder the success of the program, as program implementers are not able to ensure program continuity.

-Absence of an accountability system that would ensure that the program is being implemented at high levels and that those in charge take responsibility for implementation at the MoE, directorate, and school levels.

3) Perceptions about SDDP Training

This study also sought to determine stakeholders' perceptions about the quality of SDDP training. Most principals and supervisors rated the overall quality of training as high (70.4% and 79.2, respectively) or very high (11.1% and 7.5%, respectively). Approximately 18% of principals and supervisors rated the overall quality of training as low or very low.

Most principals and supervisors were satisfied with the quality of trainers. For supervisors, the most positive aspect was trainers' encouragement of participants to share their practical experiences. For principals, the most positive aspect was organization of the training, as the training module started with the facilitator explaining training objectives. A similar percentage of principals and supervisors agreed that some trainers were not able to answer questions and/or were not well prepared (around 15%).

Both principals and supervisors agreed that lack of feedback and follow-up were the weakest aspects of training and confirmed these views during focus group discussions. More specifically, participants mentioned that there were not enough people from the MoE involved in the project to follow-up on project activities.

Finally, with regard to logistics, principals and supervisors agreed that the weakest aspect in the training was its timing, since for many participants, the sessions were not offered at convenient times. In addition, for some principals, the time allocated to training was not sufficient either.

POLICY IMPLICATIONS

The implementation of the SDDP is now approaching a new phase, as it prepares to expand to the remaining field directorates in Jordan. To assist program implementers and the MoE in their expansion and improvements of the SDDP, the research team identified some key issues that should be addressed.

A general, but essential recommendation is for SDDP to coordinate its activities with national and international organizations to maximize current efforts to improve quality of teaching and leadership in schools and directorates and to avoid duplicating efforts. To achieve that goal, it is essential to increase communication and organization within MoE departments and other

institutions. In addition, the specific following options intend to contribute to the SDDP and the MOE in their efforts to revise the program according to stakeholders' needs and to develop the most efficient strategy for program expansion and further improvement:

1. To address the issue of low coaching/mentorship reported by teachers, the MoE would do well to coordinate its internal resources and funders´ efforts to help train supervisors to be more effective mentors, make regular visits to schools, and fulfill their SDDP mandate.

2. While not responsible for training teachers per se, the SDDP can assist schools in developing strategies to determine their training needs and to make specific requests to field directorates. Specific training directorates at the MoE might also collaborate with field directorates and principals to better systematize training activities as well as provide onsite follow-up support for new teaching methodologies.

3. It is suggested that SDDP emphasize to principals and supervisors the importance of inclusion of students in the decision-making process in schools, since many of them might have constructive suggestions about the use of school resources and safety issues. Such information would be highly useful for principals and teachers. The MoE and directorates would also do well to ensure that schools possess the materials and technology needed to provide the best possible learning experience, and the training and materials to support them.

4. Increased parental involvement in schools is recommended through specific initiatives, such as:
    a. Legislation and/or policies that would allow councils to make financial contributions to school improvements, to take some of the burden off the Ministry. Policies should be accompanied by simplified procedures to allow for easy implementation; and
    b. More effective and widespread community and media outreach plans. Both of these are crucial for the long-term sustainability of the SDDP.
5. It is important that the SDDP emphasize the importance of addressing specific topics in school plans, such as gender issues and school leadership. As regards gender, EMIS data may be used to compare schools´ and field directorates´ current situation against the national strategy for gender mainstreaming and to help articulate the gender equity issues at the school level. To improve overall leadership in schools, it is recommended that the MoE advance on its efforts to complete the Comprehensive Leadership Program framework[3]. The standards derived from the framework would guide the development of adequate training for principals and supervisors with varying levels of expertise. Special attention should be given to schools that scored low in gender and school leadership and to schools that performed poorly in documentation compliance. At the Field Directorate and MoE levels, it is important to ensure there is enough technical support for schools to develop and implement their plans as well.

[3] The Comprehensive Leadership Program Framework was previously known as Foundation Leadership.

6. Regarding the quality of SDDP training, the program would do well to develop a follow-up strategy to offer support for school principals and field directors after their training is complete. It could also consider increasing the time of training and ensuring all training participants receive training materials at the appropriate time. Moreover, SDDP should plan to train newly appointed principals and supervisors who did not have a chance to participate in training when it was first introduced. The MoE might consider providing incentives for SDDP training participants and to introduce a model for continuous training, mentoring, and onsite support in schools and field directorates to ensure program implementation. That model might be incorporated into the most recent version of SDDP materials that will be utilized during roll out of the program.

7. To ensure SDDP success and sustainability, it is recommended that the MoE communicate very clearly with all directorates the goals, objectives, and strategy for program implementation. In addition, it is recommended it takes concrete steps to accept the school as the vehicle for change by creating specific and clear operational policies. These should include accountability systems that will set transparent benchmarks, so that teachers, administrators, and MoE staff know what key success factors and measures are.

8. To ensure program sustainability, the MoE might plan to develop a strategic plan that ensures sufficient funding for school improvement plans and a system to encourage schools to achieve their own stated objectives. The MoE might also develop an incentive-based system that discourages the high rate of turnover at all levels of the MoE and field directorates -- and rewards those that achieve high standards of education.

9. It is recommended that the MoE create a transparent grant-disbursement system to address real school needs, combined with an accountability system to certify that MoE funds are spent appropriately and wisely. It would also do well to ensure that high-level program implementers at the MoE, directorates, and school levels are carefully monitoring the program to ensure that the SDDP is definitely and visibly implemented at the highest level.

1. Introduction

1.1 Background and Context

The Hashemite Kingdom of Jordan is known for having one of the top educational systems in the Arab world. Since early 2003, the Ministry of Education (MoE) has been implementing comprehensive educational reform to meet the country's needs for the 21st century. Jordan's Education Reform for Knowledge Economy (ERfKE) aims to give Jordan a prominent role as the regional technology hub and an active player in the global economy. It comprises a ten-year, multi-donor education strategy that counts on financial and technical support from the World Bank, non-governmental organizations (NGOs), and local communities. The first phase, ERfKE I, ran from 2003-2009. The second phase, ERfKE II, started in 2010 and is scheduled to end in 2014. The overall program strategy is to reorient education policies and programs to be in line with the needs of a knowledge-based economy.

ERfKE II focuses on the consolidation of the reforms introduced under ERfKE I, with a particular emphasis on improving school-level implementation and teacher quality. To achieve its ambitious objectives, ERfKE II targets five integrated and comprehensive components: 1) the establishment of a school- and directorate-based reform system; 2) the adoption of policy, planning, M&E, and organizational change; 3) the review, development, and alignment of teaching and learning resources with ERfKE II; 4) the expansion of program development in early childhood, vocational, and special education; and 5) the improvement of education facilities.

This study focuses on evaluating the National School and Directorate Development Program (SDDP) system, which aims to initiate a well-functioning, school-based development process. The SDDP will enable the delivery of quality education that will hopefully improve children's skills and better their understanding of, and preparation for, a knowledge-based economy. This component comprises training and support activities to enable the key stakeholders -- principals, teachers, students, parents, communities, supervisors, field directorates, and key MoE staff -- to develop the skills and approaches necessary to comprehend, promote, and implement the school improvement process.

1.2 Philosophy of the SDDP Program

At its core, the SDDP focuses on the idea of decentralizing educational authority to the school level. According to this model, principals, teachers, communities, and students operate under a set of centrally determined policies but have the autonomy to make decisions regarding their own operations and school management.

The philosophy of the SDDP stems from the MoE's vision, which sets schools as the key entity for change in the education system. It operates under the assumption that schools are best able to identify their own needs. Well-functioning schools (i.e., schools where teaching and learning take place) are the core target for the SDDP. In cooperation with the field directorates and the MoE, schools can achieve their goals and fulfill their role in Jordanian society. Aligned with those beliefs, the SDDP was designed to work with school stakeholders to identify the actual strengths

and weakness of each school through a simple process that requires schools to engage their students, teachers, principals, and the local community to participate in a participatory and comprehensive self-review process[4].

1.3 Brief History of SDDP to Date

The SDDP can best be described as a multi-phase intervention. The first phase, from 2003-2008, was known as the Pilot Phase. The second phase, or the Extension Period, ran from 2009-2010. The third and current phase, also known as the School and Directorate Development Program (SDDP), is in the process of being implemented during the 2010-2014 time period. The SDDP roll-out plan in directorates and schools can be summarized as follows:[5]

2003 to 2008: ERFKE I pilots the *Support for Jordan's Education (SJE)* project

2009: Development of the *School and Directorate Development Program (SDDP)* based on the pilot phase of SJE and approval of the SDDP as the model under Component 1, which comprises the establishment of a school- and directorate-based reform system

2010: 7 directorates, 789 schools

2011: 9 directorates, 747 schools

2012: 7 directorates, 508 schools

2013: 5 directorates, 529 schools

2014: 14 directorates, number of schools to be determined

According to the MoE's international implementing partner, the Canadian International Development Agency (CIDA),[6] significant changes took place between the SJE Pilot Phase (2007-2008), the SJE Extension Phase (2009-2010), and the revisions to shift the emphasis from SJE-led pilots to the SJE-supported initial roll-out of the national SDDP. After a two-year pilot program, the SJE collected "lessons learned" and supported the MoE in establishing a technical team whose focus was to create a new Jordanian SDDP that would build the capacity of schools to become precursors of change. By helping school stakeholders, field directorates, and the MoE to identify unique needs and to plan for solutions to improve the education system, the SDDP intends to set up the necessary structure for change. The overarching goal is to thereby improve students' academic performance, as well as the lives of the students and all those who live in their communities.

The SDDP comprises English and Arabic training materials developed by SJE consultants and the Directorate of Training, Qualification and Supervision (DTQS) at the MoE. The training materials consist in part of self-assessment tools for key stakeholders in the education system: students,

[4] Ministry of Education (2010). School Development Program. Designed and published by the MoE & CIDA.
[5] School and Directorate Development Program Presentation, December 9, 2011. CIDA
[6] CIDA's role was to provide financial and technical support for the development and implementation of the SDDP.

parents, principals, teachers, supervisors, and field directorate staff. These tools enhance transparency in identifying the basic needs of the schools and the field directorates. Once the needs assessment data is collected, the program focuses on engaging in practical tasks and procedures with the stakeholders to assess the results, as well as to plan and implement change. Principals and supervisors, who have had key responsibilities in this evaluation, were trained with SDDP materials by MoE staff. As leaders, they proceeded through all aspects of the program, namely: self-assessment, analyzing data, prioritizing their needs, consulting with the local community, and creating a school improvement plan.

At the time the term of reference (TOR) for this study was developed, development plans for the program's first phase were implemented in seven field directorates: Jerash, Badia North-East, Mafraq, Badia North-West, South Al Aghwar, Al Mowaqar, and Aljeizah.[7] In addition, the Canadian Executing Agency (CEA) worked with the MoE to develop an M&E framework for Component 1, building the capacity of the central MoE with respect to policy and planning strategies by using the information emerging from self-assessments to support schools and field directorates in achieving their objectives.

Based on these activities, and in light of implementation on the ground, it was essential to determine stakeholders' views on the quality and relevance of the training provided and the extent to which actual behaviors were in place in the relevant domains at the school and directorate levels. In addition, it is important to identify factors that might have fostered or hindered program implementation and actual institutional changes.

1.4 Previous Relevant Studies

A formative evaluation study of two pilot initiatives (SJE and School Development Unit—SDU) was conducted by Nawaz Sharif (2008). At the time of the evaluation, SJE had been implemented in all schools in two directorates (Jerash and Badia Wosta). Stakeholders' program awareness was rated as "excellent" by the evaluator, who conducted focus group discussions with principals, teachers, students, parents, and community members from 15 schools. The author concluded that many SJE and SDU stakeholders learned many new skills. More specifically, the two pilot initiatives made significant contributions in re-establishing the benefits of: 1) revising job specifications for supervisors and principals; 2) employing self-assessment methodologies as a way of improving management: 3) training principals on how to carry out administrative tasks; 4) ensuring teachers' collaboration and training on mentoring; 5) engaging community and parents in school and district councils; and 6) sharing information between the directorates and school administration. However, the evaluation was more critical when it pointed out that the MoE did not incorporate the projects into its routine. More specifically, the study recommended that the MoE strengthen the Development Coordination Unit (DCU) to take primary responsibility for undertaking many of the tasks managed and carried out by the pilot projects.

[7] Ministry of Education (2012). Education Reform for Knowledge Economy-Second Phase (ERfKE II). Development Coordination Unit: Narrative Report/March, 2012.

An additional study by Gary Anderson (2009) involving document review, interviews with major stakeholders, and site visits, shed light on the SJE and challenges and contributions to the ERfKE reform efforts. The author found that SJE's most important contribution was to share lessons learned so that ERfKE II could use and benefit from them. Although some project results at both the local and central levels seemed promising, they did not demonstrate sustainable educational changes. The necessary conditions for sustainability were present in schools in Badia Wosta. In Jerash, some aspects of school improvement and school-community relations were sustainable. The provision of services that paralleled those of the MoE produced positive short-term results but would not have improved sustainable educational improvement in the long run. In fact, the creation of parallel structures reflected a program design flaw that was expected to result in the cessation of many promising results as soon as SJE funding came to an end. On the other hand, there were important strides in gender equity despite the project's low performance in this area during the early years of the program.[8]

Regarding the program's cost-effectiveness, Anderson's report concluded that SJE did not perform well as a result of: "a) project support for inappropriate inputs, b) the high turnover of professional staff, c) the low quality of some consultants, d) the necessity for the CEA to involve particular staff on forced terms and conditions, and e) employment of directorate and school-level approaches that are too costly to be scaled up."[9] The author finished his report with a set of recommendations for future project development, which according to CIDA, were taken into account in the development of the SDDP.

Finally, in 2010, the MoE commissioned an investigation of the CIDA-funded SJE to examine project accomplishments during two time periods: 2005-2008 (Pilot Phase) and 2009-2010 (Extension Period). The study conducted by Joachim Friedrich Pfaffe (2011) set out to determine the achievement of project outcomes, efficiency, effectiveness, management sustainability, and incorporation of gender discussion across program components, and to make recommendations based on lessons learned.[10] The evaluation concluded that the SDDP appeared to be fully rooted in the ERfKE reform process. In addition, the project seemed to have been successful in engaging parents and in sensitizing stakeholders about project objectives. However, the report also concluded that the SDDP's relevance was weakened by the project's decision to select too many outcomes in terms of quality and/or system improvement and by not having any measurable improvement in education quality. Finally, the evaluator concluded that SJE had built a "parallel structure" through the disbursement of block grants (something already pointed out by Anderson, 2009). Those grants, according to the evaluator, could become a financial burden to the government and the MoE. Report findings also raised concerns about ministerial ownership and financial viability after project funding for the project was scheduled to end. In sum, the report concluded that "the appropriateness of the funding mechanisms to directorates and schools

[8] Anderson, G. (2009): End of Project Evaluation of CIDA's Contribution to Jordan's Education Reform for the Knowledge Economy (ERfKE): (i) Supporting Jordan's Education (A-032177-001) and (ii) CIDA-World Bank Trust Fund (A-032177-002). Revised March 30, 2009. Westmount, QC, Canada: Gestion Ralas.

[9] (Ibid., p. ii)

[10] Pfaffe, J. F. (2011). Comprehensive evaluation of the CIDA funded project 'supporting Jordan education' (SJE)

(including the block grants), together with the applied capacity building strategies, appear[ed] to be doubtful in terms of long-term sustainable integration into existing MoE strategies."[11]

CIDA program implementers valued many of the recommendations presented in Pfaffe's report, more specifically, the crucial need for the MoE to assume leadership, ownership, and commitment to the SDDP. They further agreed that parallel human and financial resource structures were potentially counterproductive to system-wide reform. However, implementers were critical of the report's lack of awareness of the significant changes made between the SJE Pilot Phase (2007-2008) and the SJE Extension Phase (2009-2010), since the report focused mostly on the former rather than the latter. In addition, they criticized the evaluators' choice of indicators, which were "neither the same nor consistent with those established in the original SJE Project Logical Analysis and Performance Management Frameworks."[12] One such indicator was students' learning outcomes, which was not supposed to be assessed before the end of the program. Implementers concluded that Pfaffe's evaluation did not effectively tackle classroom-level assessment, such as "decreased corporal punishment by teachers, reduced bullying in schools, or the improved quality of classroom instruction."[13]

Although the studies presented above shed light on some of the SDDP's key contributions to the achievement of ERfKE goals, all authors seemed to emphasize the need for genuine MoE ownership and the absence of focused collaboration among projects. They believed that key limitations had hindered the project from its inception and during the pilot phase, until the SDDP implemented important revisions in the next phase of implementation.

2. Study Objectives and Evaluation Questions

2.1 Study Objectives

The objective of this study is to assess the extent to which schools' and directorates' stakeholders are compliant with SDDP principles in educational domains, determine the most successful and challenging aspects for program implementation and sustainability, and report on stakeholders' perceptions of the overall quality and relevance of SDDP training.

The results from the proposed evaluation will:

- Determine the degree to which schools are implementing the program by following program guidelines.
- Inform program implementers on the strengths and weaknesses of SDDP training.
- Communicate both the accomplishments and the challenges to date, with a view toward future program implementation.

[11] (Ibid., p. VI).
[12] AGRITEAM CANADA's *Response to the SAE,* Evaluation Report Commissioned by the MoE, Draft August 2011, p. 3.
[13] Ibid.

2.2 Evaluation Questions

The study will generate data to answer the following research questions:

- Which actions and strategies are currently being implemented by SDDP schools and field directorates in the relevant program domains (teaching and learning practices, school environment, relationship between schools and communities, and leadership and management)?
- From the point of view of stakeholders, what have been the most successful as well as the most challenging aspects of program implementation and long-term sustainability of school-based development activities to date -- in schools, directorates, and at the MoE level, from the point of view of stakeholders?
- What are SDDP stakeholders' perceptions about the relevance and quality of SDDP training?

3. Methodology

3.1 Design

This study utilized a one-group design to answer the questions presented above. Assessment results from SDDP schools and directorates will be compared with pre-established program objectives that encourage change in schools, communities, field directorates, and the MoE to improve the educational system in Jordan. More specifically, this design allows the evaluation team to report on how and whether stakeholders in the seven program directorates report sound practices in specific domains (units) set forth by the program. These would be teaching practices; school environment; relationships with communities; leadership and management practices; interactions between schools, field directorates, and the MoE; the role of supervisors; and program sustainability. In addition, that design has enabled principals and supervisors to report the overall quality of training provided by the SDDP to principals and supervisors who participated in the program.

3.2 Instruments and Methods

To answer the research questions presented above, the research team employed both quantitative and qualitative methods. They collected large amounts of data on the SDDP -- both quantitative and qualitative -- from teachers, supervisors, principals, and students. In addition, the evaluation research team collected data as to whether policy and management "documents" were available in schools so they could assess school planning and management capacity. The team also conducted focus group discussions with key school, field directorate, and MoE stakeholders to gain an in-depth understanding of SDDP successes and challenges. To assess the overall quality and relevance of training, the research team developed a training questionnaire for principals and supervisors who participated in SDDP training.

3.2.1 Study Instruments

Questionnaires

The questionnaires items and domains presented in this evaluation were based on SDDP training materials for school principals and supervisors. Questionnaire domains were predetermined according to the SDDP curriculum. In addition, NCHRD researchers requested permission from CIDA to utilize some of the key items previously listed in SDDP materials to ensure this evaluation would cover the topics addressed by the program. The questionnaires developed included the following:

Supervisor's Questionnaire. This was comprised of 74 items distributed among four domains: 1) Teaching Practices; 2) SDDP Sustainability; 3) Supervisors and Field Directorate's Support for Education Improvement; and 4) the SDDP Training Program. On average, each supervisor took around 30 minutes to complete the survey.

School Principal's Questionnaire. This was comprised of 98 items distributed among seven domains: 1) Teaching practices; 2) School Environment; 3) Parental Involvement in Schools; 4) Participatory School Leadership; 5) Supervisors and Field Directorate's Support for education improvement; 6) SDDP Sustainability; and 7) SDDP Training Program. The average time to complete the questionnaire was 40 minutes.

Teacher's Questionnaire. Comprised of 65 items that were distributed among five domains, this questionnaire was focused on: 1) Teaching Practices; 2) School environment; 3) Parental Involvement in Schools; 4) Participatory School Leadership; and 5) Supervisors and Field Directorate's Support for Education Improvement. The average time to complete the questionnaire was 30 minutes.

Student's Questionnaire. This was comprised of 23 items distributed among the following three domains: 1) Teaching Practices; 2) School Environment; and 3) Participatory School Leadership. It took each student an average of 20 minutes to complete it.

Answer choices for questionnaires were recorded in a Likert scale, which included the following choices: Strongly Disagree (0), Disagree (1), Agree (2), and Strongly Agree (3). All items were worded positively. Therefore, the choices *strongly agree (3), agree (2), disagree (1), and strongly disagree (0)* measured a very positive, a positive, a negative, or a very negative response to a statement, respectively.

Educational supervisors from field directorates not targeted by the study administered the questionnaires. Although each questionnaire was developed for a particular group of stakeholders, all questionnaires shared common items to account for different perceptions on specific issues. For example, principals, teachers, supervisors, and students answered some of the same selected questions about teaching practices and school environment. That allowed the research team to assess potential discrepancies in responses and to compare stakeholders' perceptions on specific topics.

In addition to the questionnaires listed above, a 41-item *Document Review Checklist* was also developed*.* *The Checklist* lists 12 documents that, according to SDDP, had to be developed by school stakeholders. To assess the quality of those documents, the survey managers compiled the key expected characteristics for each document. Those characteristics were extracted from SDDP materials, whenever available. Supervisors then collected *the Checklist* data, checked to see that each document was at the school, and assessed whether key required characteristics were present.[14]

Validity and Reliability of Questionnaires

In order to ensure that questionnaires possessed adequate psychometric properties, the research team utilized a series of procedures before, during, and after development of the questionnaires, namely:

1) Attendance at the SDDP presentations carried out by program implementers so that the research team could gain a better understanding of program processes and characteristics.
2) Review of SDDP training materials (*School Development Program Training Guide* and *Field Directorate Development Program Training Guide*).
3) Development of the first draft of the questionnaire domains by the research team (NCHRD and MEP staff) based on items and topics addressed by training materials.[15]
4) Translation of questionnaires into Arabic by NCHRD staff for MoE review.
5) Review of draft Arabic questionnaires by seven MoE officers directly involved in the project, namely: directors and members of the training center, planning and educational research directorate, and the educational supervision directorate. Given their role in the project, they were qualified to judge the appropriateness, adequacy, and accuracy of the questionnaire domains and items. Based on their feedback, the questionnaires were altered when appropriate.
6) The NCHRD research team finalized the wording of the questionnaires in English and Arabic. Items were matched to ensure language equivalency.
7) Statistical analysis to ensure reliability of instruments. Classical Item Analysis was carried out for each questionnaire and its respective domains to ensure appropriate reliability levels. Alpha values for each domain are presented in the table below.

[14] *All study measures are available upon request*.

[15] NCHRD requested permission from the Canadian International Development Agency (CIDA) to utilize some of the items elaborated by the Agency for their materials. Permission was granted on March 13, 2012.

Table 1a: Reliability Values for Questionnaires Domains

	Teachers α[16]	Supervisors α	Principals α	Students α
Teaching Practices	.85	.86	.87	.80
Parental Involvement	.89	-	.80	-
School Environment	.77	-	.65	.66
SDDP Sustainability	-	.83	.76	-
Supervisors and Field Directorate's Support for Education Improvement;	.93	.93	.93	-
Participatory Leadership	.93	_	_	.76
All items in the questionnaire	.96	.94	.96	.88

Table 1b: Reliability Values for the Domains based upon common items across the questionnaires

	Teachers α	Supervisors α	Principals α	Students α
Teaching Practices (11 items)	.76	.79	.82	.78
Parental Involvement (10 items)	.87	-	.80	-
School Environment (6 items)	.77	-	.65	.66
SDDP Sustainability (5 items)	-	.77	.76	-
Supervisors and Field Directorate's Support for Education Improvement (4 items)	.82	.75	.75	-
Participatory Leadership (11 items)	.89	_	.84	_

3.2.2 Focus Group Discussion

The team conducted focus groups so they could better understand the most successful and challenging elements of program implementation and sustainability. Focus group discussions included – in separate groups -- school teachers, principals, field-directorate representatives (supervisors, managers, and directors and/or deputy directors), and key MoE staff. Three field directorates were selected: Jerash, Southern Aghwar, and Gizeh. The selection of those locations was based on accessibility of the sites to the research team and convenience, given the timeframe established for the study. In addition, the research team judged those Directorates to be fairly representative of the southern, central, and northern regions.

Each focus group had an average of seven participants, with similar distribution of males and females in all groups. The exception was the supervisors and MoE staff groups, which were predominantly male. A total of 69 stakeholders participated in the discussions. One NCHRD researcher led the focus group discussion and two MEP project staff acted as note-takers. All interactions were tape-recorded and later transcribed by trained supervisors. They then organized the data by themes and subthemes and coded accordingly. The NCHRD research team supervised the analyses and coding process.

[16] Cronbach's Alpha is a measure of internal consistency. A "high" value of alpha is often used as evidence that the items measure an underlying construct. Higher values of alpha (0.7 and above) are desirable.

Focus group protocols for each stakeholder group differed, but all were focused on central themes, such as: a) overall implementation of school development plans according to SDDP principles; b) possible challenges to school development implementation; c) allocation of decision-making authority and resources to achieve school goals; c) mechanisms for sustainability; and d) support by field directorates and MoE center to achieve specific school development objectives identified by schools.

3.2.3 Data Collection Process

A total of 20 supervisors from directorates not targeted by the SDDP were trained by the NCHRD research team to carry out data collection for this study. Those supervisors traveled to relevant SDDP directorates as needed. They worked on this study based on their previous successful experience in data collection, their willingness to perform data collection, and their awareness of the SDDP program. Their knowledge of the program was superficial and NCHRD researchers provided a brief overview about program components. Training of supervisors by NCHRD also involved the review of instruments by all participants and clarification of general procedures. Before visiting the schools, principals were contacted and visits were scheduled.

The following procedures were followed as part of the data collection process:

1) The NCHRD provided printed questionnaires to all trained supervisors.
2) The trained supervisors distributed the questionnaires to the selected participants in the schools and provided instructions for completion.
3) The supervisors remained on site and were available to answer any potential questions from respondents. No specific timeframe was given to respondents to complete the questionnaires.
4) The completion of the questionnaires was checked by supervisors before leaving the schools/directorates. NCHRD's research team was on call to provide guidance on data collection activities and to resolve potential problems.
5) Principals' contact information (e.g. name, position title, phone number, etc.) was requested in case there were any issues related to the thoroughness of the responses.

3.2.4 Population and Sample

The population of the study consisted of all schools in seven educational directorates where the SDDP was being implemented. Target recipients of program benefits were educational supervisors, school principals, teachers, and students within those schools. A sample of 115 schools, which comprised approximately 15% of the entire population of SDDP schools, was targeted. The team randomly selected the sample according to regions (north, middle, south), location (urban, rural), and school sex (male, female).

Table 2 demonstrates that most of the population of SDDP schools comes from the northern part of the country and most of them are located in rural areas. The overall number of male schools is higher than female schools.

Table 2: Distribution of **Population** of Schools by Directorates, Region, Location, and School Sex

Directorates	Regions			Location		School Sex	
	North	Middle	South	Urban	Rural	Male	Female
Aljeizah		√		0	85	52	33
Almowaqar		√		3	44	28	19
Almafraq	√			43	112	80	75
Badia North West	√			15	123	61	77
Badia North East	√			5	143	75	73
Jerash	√			58	105	79	84
South Ghour			√	9	23	18	14
Totals	4	2	1	133	635	393	375

Following the same pattern observed in the population, the sample of selected schools is located predominantly in the northern areas, comprised of rural schools, and largely male, as presented in Table 3.

Table 3: Distribution of **Sampled** Schools by Directorate, Region, Location, and School Sex

Directorates	Regions			Location		School Sex	
	North	Middle	South	Urban	Rural	Male	Female
Aljeizah		√		0	13	8	5
Almowaqar		√		0	7	4	3
Almafraq	√			7	16	12	11
Badia North West	√			2	19	9	12
Badia North East	√			1	21	11	11
Jerash	√			8	16	11	13
South Ghour			√	1	4	3	2
Totals	4	2	1	19	96	58	57

Table 4 demonstrates the total number of teachers, supervisors, principals, and students interviewed during the evaluation process in the selected sampled schools. A total of 460 teachers and 118 supervisors in charge of Arabic, Math, Science, and other subjects responded the questionnaires. In addition, 115 principals and 953 students from grades 3-11 were also interviewed. A detailed distribution of respondents by subject and grades can be found in Appendix 1.

Table 4: Distribution of Respondents by Directorate and Role in the School

Directorates	Teachers (n)	Supervisors (n)	Principals (n)	Students (n)
Aljeizah	52	10	13	115
Almowaqar	28	8	7	54
Almafraq	92	23	23	191
Badia North West	84	16	21	161
Badia North East	88	20	22	180
Jerash	96	29	24	207
South Ghour	20	12	5	45
Total	460	118	115	953

3.3 Study Limitations

This study is not an impact study of a training program with a selected counterfactual, but a post-training study to find out if the anticipated objectives of the training were met. The SDDP was implemented in seven directorates and all schools in the directorates participated in the SDDP. Likewise, all the relevant personnel from the schools and directorates were trained. This study focuses on the post-training activities and trainees' perceptions of the training compared with SDDP training objectives. Therefore, there is a lack of comparative evidence between "intervention and comparison schools or directorates," with respect to what has been found in the study to the quality of training or SDDP.

The results presented were based on participants' perceptions about the overall management issues and conditions in their schools, their training programs, SDDP activities, and documents development capacity (school development and action plans, for example). They did it this way in order to verify whether program objectives had been achieved at the school and field directorate levels.

Community members and parents were not included as study participants due to time and resource constraints. However, teachers, principals, and MoE staff were asked about parental involvement in schools.

4. Findings

4.1 General Profile of Study Participants

The SDDP program was fully implemented in seven directorates across Jordan. As mentioned previously, the study selected a random sample of 115 schools, which comprised approximately 15% of the entire population of SDDP schools. Tables 5-8 present the profile of teachers, principals, students, and supervisors who participated in the study.

Table 5 demonstrates that most teachers had a bachelor's degree (83.9%) and only a small number had a diploma (equivalent to a two-year associate's degree) or post-graduate education (masters or Ph.D). Moreover, most teachers did not have a specialized degree in the field of education (81.3%). The majority of teachers interviewed were female (59.3%), although there was a large number of male teachers in the study (40.7%) as well. The largest percentage of teachers were permanent (92.6%) and had four or more years of experience in teaching (71%). In fact, the average number of years of experience was eight years, with some variation across the sample. The sample selected also represented equal numbers of teachers per school (n=115). Many teachers reported that they had participated in training programs in the past, including the SDDP (22.8%). Although the SDDP did not originally target teachers per se, principals and supervisors were trained in part so that they could supposedly share the SDDP vision with teachers and form teachers' groups to support program implementation at the school level. That initiative by principals might have led teachers to interpret it as actual SDDP training. Thus, it appears that some teachers may have confused these group meetings with SDDP training (as indicated in Table 5).

Table 5: Teachers' Profile (n=460)

Teachers' Characteristics			Numbers	%
Overall Educational Level	Diploma		34	7.4
	Bachelor		386	83.9
	Master		35	7.6
	Ph.D.		5	1.1
	Total		460	100.0
Highest Degree in Education	None		374	81.3
	Diploma		59	12.8
	Master		26	5.7
	Ph.D.		1	0.2
	Total		460	100.0
Sex	Male		187	40.7
	Female		273	59.3
	Total		460	100.0
Employment status	Permanent		426	92.6
	Non-Permanent		34	7.4
	Total		460	100.0
Training program	CADER	Yes	86	18.7
		No	374	81.3
		total	460	100.0
	SDDP	Yes	105	22.8
		No	355	77.2
		total	460	100.0
	Intel	Yes	69	15.0
		No	391	85
		total	460	100.0
	ICDL	Yes	256	55.7
		No	204	44.3
		total	460	100.0
Subjects	Science		115	25.0
	Math		115	25.0
	Arabic		115	25.0
	Other*		115	25.0
	Total		460	100.0
Years of Experience	M= 8.2 (SD=5.9)			

As presented in Table 6, most supervisors (55.9%) had post-graduate education levels (Master or Ph.D.). In addition, most of them had a degree in education (diploma, bachelor's, master's, or Ph.D.). Only a small percentage (16.1%) had no academic background in education. Unlike teachers, most supervisors were male (78.8%) and participated in at least one of the formal training programs. Supervisors had to travel long distances, which prevented most females from applying for such positions.

It is important to note that although SDDP training was supposed to reach all supervisors (118), a dozen supervisors had not attended any SDDP training when the questionnaire was administered. Untrained supervisors could have been recent appointees to their positions or transferred from

directorates where the SDDP had not been yet implemented. The distribution of supervisors by subject suggests the majority were in charge of "other" subjects (55.9%). Math had the smallest number of supervisors.

Table 6 Supervisors' Profile (n=118)

Supervisors' Characteristics			Numbers	%
Educational Level	Bachelor		52	44.1
	Master		53	44.9
	Ph.D.		13	11.0
	Total		118	100.0
Highest Degree in Education	None		19	16.1
	Diploma		35	29.7
	Bachelor		1	0.8
	Master		49	41.5
	Ph.D.		14	11.9
	Total		118	100.0
Sex	Male		93	78.8
	Female		25	21.2
	Total		118	100.0
Training program	CADER	Yes	78	66.1
		No	40	33.9
		Total	118	100.0
	SDDP	Yes	106	89.8
		No	12	10.2
		Total	118	100.0
	Intel	Yes	108	91.5
		No	10	8.5
		Total	118	100.0
	ICDL	Yes	115	97.5
		No	3	20.5
		Total	118	100.0
Subjects	Science		23	19.5
	Math		11	9.3
	Arabic		18	15.3
	Other*		66	55.9
	total		118	100.0

Table 7 presents some of the characteristics of the students surveyed in the sample. Most students were female (52.6%), although in truth, there were nearly as many males (47.4%). Although students from grades 4-12 participated, most students came from grades 8-11 (70.1%). Students in grades 1-3 were excluded from the sample, as the research team suspected that students in those grades would experience difficulty in reading and/or understanding the questionnaire. Those students with average marks below 56 (out of 100) were also excluded from the study for similar reasons. It should be noted that most study participants had received high marks (above 80, on average) to guarantee that they had the capacity to understand and respond fully to the questionnaire.

Table 7: Students' Profile (n=953)

Students' Characteristics		Numbers	%
Sex	Male	452	47.4
	Female	501	52.6
Grades	4th	64	6.7
	5th	66	6.9
	6th	82	8.6
	7th	70	7.3
	8th	146	15.3
	9th	203	21.3
	10th	185	19.4
	11th	134	14.1
	12th	3	0.3
Academic Performance (Groups)	Above 80%	432	45.3
	68% - 79%	310	32.5
	56% - 67%	211	22.1

Finally, Table 8 presents principals' characteristics and information about the schools in which they worked. Most principals had at least a bachelors' degree (78%), although a considerable percentage also had a master's degree, too (22%). All principals had specific training in education (either masters or associate's degree). In addition, the overwhelming majority – 94.8% -- had received SDDP training, although a few principals (5.2%) did not receive that training.

Table 8: Principals' Profile (n=115)

Principals' Characteristics			Numbers	%
Educational Level	Bachelor		90	78.3
	Master		25	21.7
	Total		115	100.0
Highest Degree in Education	Diploma		95	82.6
	Master		20	17.4
	Total		115	100.0
Training	SDDP	Yes	109	94.8
		No	6	5.2
		Total	115	100.0
MoE Grant	Yes		37	32.7
	No		78	67.3
	Total		115	100.0
Characteristics of Schools				
	Mean		SD	Range
Grant Amount	JD300.00		JD76.80	JD100.00-500.00
Number of Students	190		153	17-908
Number of Teachers	17		8.9	5-56

Like the supervisors, untrained principals may have been new to the profession or been transferred from other directorates where the SDDP was not in place. Although all schools and field directorates received CIDA funded grants, only a small percentage of schools had received

MoE grants during the first phase of the program. As mentioned earlier, financial support from the MoE was judged to be necessary to implement some changes in schools. The fact that only 32.7% of schools have received assistance means that some of the principals in other schools may or may not have had the resources to carry out planned activities. In addition, there has been considerable variation in the amount of the grants received by each school and we will examine this topic later in this report.

4.2 Perceptions

This study employed teachers', principals', students', and supervisors' questionnaires to assess stakeholders' perceptions about the core aspects of school and directorate compliance with SDDP principles. Questionnaires and composite scores were based on relevant, specific factors. Scores ranged from 0-3 and represented the extent to which stakeholders' perceived that SDDP practices were in place at the school and directorates under study. Scores that ranged from 2.51-3.00 suggest that compliance was very high and that strong practices were in place. Scores ranging from 1.51-2.50 suggest compliance was high and practices were generally in place. Scores between 0.51-1.50 suggest compliance was low and not many SDDP practices were in place. Scores from 0-0.5 suggest that respondents believed that general compliance with SDDP practices (or specific program domains) was very low or non-existent.

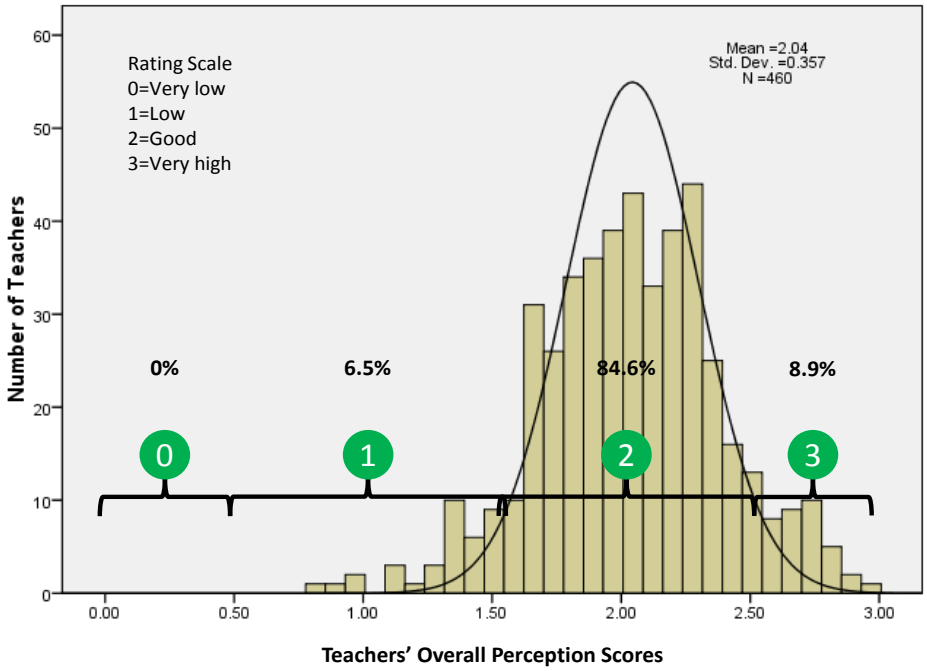
4.2.1 Stakeholders' Overall Perception of Compliance with SDDP Principles

As already indicated, an important goal of this study was gauging stakeholders' perceptions regarding compliance with SDDP principles. Although many items were the same in all stakeholders' questionnaires, each overall perception score also included composites and/or items that were unique to a specific group. As a result, direct comparisons across stakeholders' questionnaire scores are not appropriate. Each score distribution (presented below) provides an overview of the general perceptions about SDDP schools and directorates for each stakeholder group.

Teachers' Perceptions

As cited previously, teachers' questionnaires had 65 items distributed among five domains: 1) Teaching Practices; 2) School Environment; 3) Parental Involvement in Schools; 4) Participatory School Leadership; and 5) Supervisors and Field Directorate's Support for Education Improvement. As such, the overall perception score for teachers included pedagogical, administrative, and directorate (supervisors' support) levels. As presented in Figure 1, 84.6% of teachers believed that their own schools functioned at high levels of SDDP compliance with respect to pedagogical, managerial, and directorate-level domains, and only 8.9% believed the domain levels were very high. Only 6.5% believed their school to be low in these areas, and no teachers believed that their schools and directorates had very low levels of SDDP compliance.

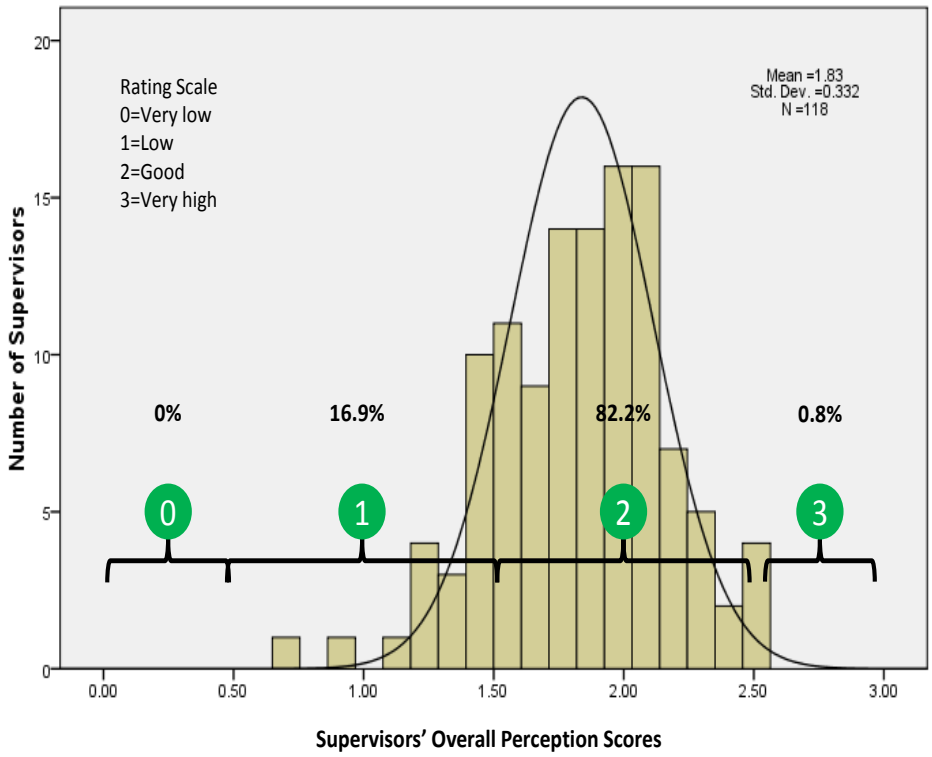
Figure 1: Teachers' Perception of Overall Compliance with SDDP Components in Relevant Domains



Supervisors' Perceptions

In addition to analyzing teachers' perceptions, this evaluation examined supervisors' perceptions, too. Compared with the teachers' 65 questions across five domains, the supervisors responded to queries across just three domains: 1) Teaching Practices; 2) SDDP Sustainability; and 3) Supervisors and Field Directorate's Support for Education Improvement. Therefore, supervisors' perception scores included pedagogical practices and program sustainability, with directorate and field support to SDDP practices combined as a third domain. As Figure 2 indicates, 82.2% of supervisors rated the overall compliance with SDDP principles in pedagogical practices, sustainability, and directorate support as good. Only a very small percentage rated those aspects as very high (0.8%). A substantial percentage (16.9%) rated them as low, and no one believes the level is very low.

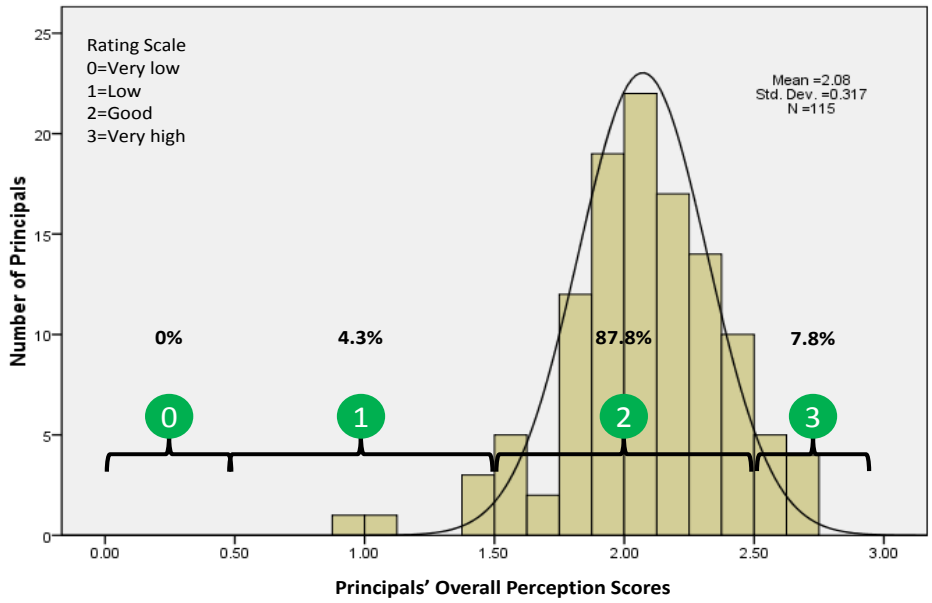
Figure 2: Supervisors' Perception of Overall Compliance with SDDP Components in Relevant Domains



Principals' Perceptions

Analysis of principals' perceptions also demonstrates quite positive views about SDDP schools' pedagogical practices, management, and directorate support. The overall scores presented in Figure 3 represent 71 items distributed among six domains: 1) Teaching Practices; 2) School Environment; 3) Parental Involvement in Schools; 4) Participatory School Leadership; 5) Supervisors' and Field Directorates' Support for Education Improvement; and 6) SDDP Sustainability. The majority of principals believed that overall compliance with the SDDP in the relevant domains mentioned was good (87.8%). Only a very small percentage believed pedagogical practices, management, and directorate support compliance to be low.

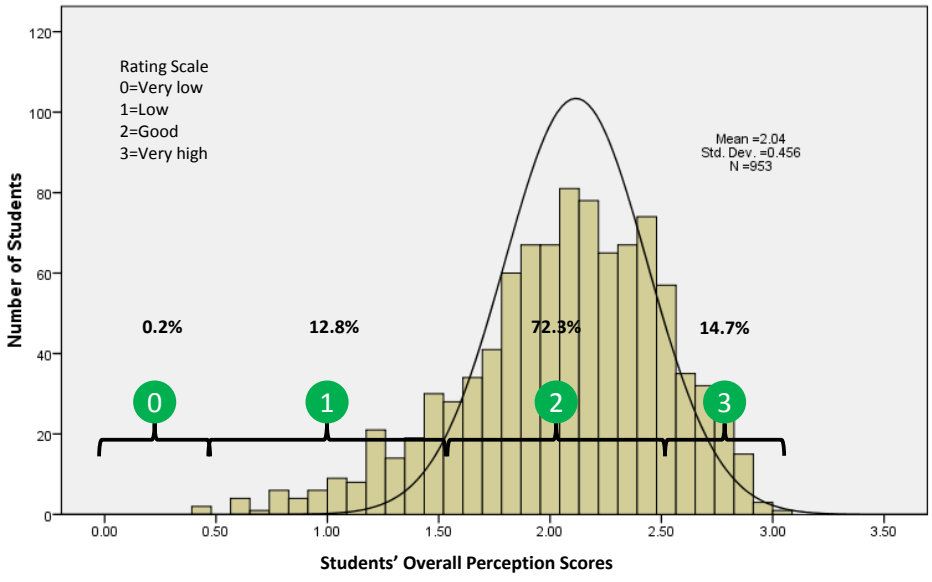
Figure 3: Principals' Perception of Overall Compliance with SDDP Components in Relevant Domains



Students' Perceptions

Finally, overall students' scores were based on a composite of 23 items distributed among three domains: 1) Teaching Practices; 2) School Environment; and 3) Participatory School Leadership. As presented in Figure 4, a large percentage of students perceived compliance with SDDP principles in regards to pedagogical practices, school environment, and school management as good (72.3%). 14.7% of students believed that compliance in those domains was overall, very high. 12.8% believed that overall compliance was very low.

Figure 4: Students' Perception of Overall Compliance with SDDP Components in Relevant Domains



Summary of Perceptions

Based on the results presented in Figures 1-4, this evaluation concluded that most teachers, principals, supervisors, and students perceived the overall compliance of schools and directorates with SDDP principles to be high. Those results are naturally encouraging for program implementers and the MoE. However, the following sections of this evaluation present stakeholders' responses in specific domains in order to highlight those aspects of SDDP schools that merit further attention and improvement.

For comparison's sake, the research team selected common items in all stakeholders' questionnaires to develop composites on specific domains (school teaching practices, school environment, parental involvement in schools, participatory school leadership, SDDP sustainability, and field directorate and supervisors' support for education improvement). The findings of this analysis are presented below.

4.2.2 Teaching Practices

The Teaching Practices composite questionnaire covered 11 common items about teachers' practices across all participant groups in the study (teachers, principals, students, and supervisors). Each group provided its own perceptions about teaching practices in their schools. All items presented are aligned with SDDP program materials. Some examples of the 11 items in that composite included: (1) teachers conduct lessons in different ways so students can understand them; (2) teachers select examples based on students' interests to illustrate new topics; 3) teachers provide students with opportunities to take responsibility for their learning (as outlined by the SDDP program, were present in their schools (overall average, M=2.29). Teachers mean scores on teaching practices were higher than other groups. Supervisors gave the lowest ratings for teaching practices. Students rated teaching practices lower than principals and teachers.

Table 9: Stakeholders' Mean Scores on Teaching Practices

Stakeholders	*n*	Mean Score on Teaching Practices Composite (SD)
Teachers	460	2.44 (.18)
Principals	115	2.24 (.36)
Students	953	2.17 (.28)
Supervisors	118	1.73 (.33)
Total	1,646	2.14 (.40)

Table 10 presents mean results and significance levels across stakeholders. The difference in perception of teaching practices between students and principals was the smallest, while score differences between supervisors and teachers are the largest. These findings generally suggest a large perception gap between teachers and supervisors. However, it is important to keep in mind that supervisors' visits to teachers may not have taken place regularly and they may not have had the most accurate and timely information about teachers' practices.

In their "new" role as coaches under the SDDP, supervisors must open the channels of communication with teachers to make suggestions as to how teachers can improve their practices. Supervisors may also hold discussions with students and principals about specific teachers so they can gain a better understanding of what happens inside the classroom on a daily basis. Those actions are possible only if there are enough supervisors to visit teachers regularly and if supervisors receive the appropriate training and support to coach teachers.

Table 10: ANOVA Results for Teaching Practices

Reference Group	Comparison Group	Mean Differences	Std. Error	Significance[17]
Students	Teachers	-.26	.04	.000
	Principals	-.06	.47	.469
	Supervisors	.45	.39	.000
Teachers	Principals	.20	.39	.000
	Supervisors	-.72	.39	.000
Principals	Supervisors	.52	.39	.000

To understand the most pressing issues affecting teaching practices in SDDP schools, the research team selected some items from each domain for more detailed analysis. As presented in Table 11, although most ratings about teaching practices were high, there were some that could use assistance from project implementers and the MoE. For example, some teachers still did not use technology in their teaching routine in the classroom. That could be due to a lack of access to appropriate technology or lack of understanding about how to utilize the technology to teach a specific subject matter. Similarly, some teachers do not provide enough feedback and guidance to students about their academic performance. That might be an issue for students who did not do well in a particular subject and needed concrete feedback to improve their performance. In addition, there appeared to be a gap in teachers' knowledge and/or attitudes with regards to students with special needs (gifted or with learning disabilities). It is possible that schools have not addressed that issue in their work and/or action plan and that some special training might be required to improve teachers' capacity in the special needs' area.

In general, all stakeholders, except supervisors, overwhelmingly agreed that teachers made real efforts to make sure students understood a particular topic. Teachers usually inquired about students' understanding of lessons and adapted their methodologies accordingly. What is not clear is whether teachers had the necessary skills to effectively address students' difficulties. During focus group discussions, many teachers, principals, and supervisors reported that teachers acquired teaching and learning skills through MoE. Some stakeholders revealed that the SDDP program had affected the MoE's provision of resources and facilities that encouraged teachers to use other methodologies. However, teachers also mentioned that teaching and learning training sessions were repetitive and did not contribute to better practice. Supervisors and MoE officials concurred that too many programs caused confusion and that there should be better coordination

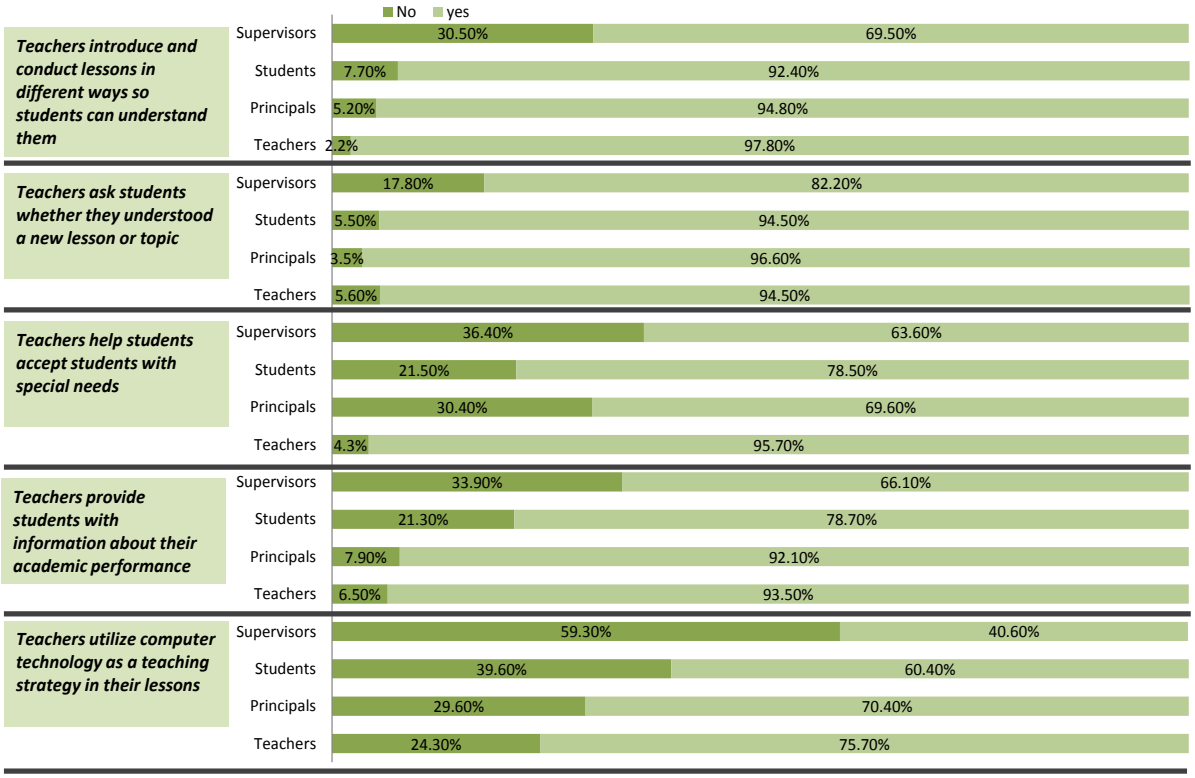
[17] ANOVA with Post Hoc Tukey tests to test significance levels of all pairwise multiple comparisons was used.

in delivering training. It is important to highlight that SDDP is not responsible for actual training of classroom teachers. However, the program is supposed to encourage principals and supervisors to be aware of teachers' training needs to improve students' learning and to support any training needed.

> *"In this regard [teaching and learning], there is no big change [since the SDDP program], only perhaps a slight change in motivation with the use of worksheets, which increase teachers' more effective use of a variety of sources and methods, such as the use of the Web…"* [Teacher, Focus Group Discussion, May 2012]

> *"One of the challenges is program overlap which led to teachers' and principals' confusion about which direction to focus more attention and efforts…Therefore, the Ministry must coordinate programs so that there are no conflicting programs or too many variations."* [Teacher, Focus Group Discussion, May 2012]

Table 11: Students', Teachers', Supervisors' and Principals' Responses to Selected Items of the Teaching Practices Composite.



4.2.3 School Environment

A composite with six items was developed to assess the quality of school environment, as it related to conduciveness to learning. The composite included items related to learning resources and safety in schools, including: 1) "our school is a safe place for learning;" 2) "our school has the necessary materials, tools, and resources;" and 3) "our school environment encourages students to learn." The composite gathered information from principals, teachers, and students.

Table 12 presents the mean scores across stakeholders. Principals rated the school environment the highest, followed by the teachers. Students rated the school environment the lowest.

Table 12: Stakeholders' Mean Scores on School Environment Composite

Stakeholders	*n*	Mean Score on School Environment Composite (SD)
Principals	460	2.1 (.4)
Teachers	115	2.0 (.3)
Students	953	1.8 (.4)
Total	1528	2.0 (.4)

Table 13 presents ANOVA results comparing mean results across groups. Students' opinions about the school environment also differed significantly from those of principals and teachers. Those results indicated a possible lack of awareness among principals and teachers about the quality of the teaching and learning environment in their schools, especially as it pertained to school violence. Perhaps by involving students more in the decision-making process in schools, principals and teachers would become more aware of the problems faced by students and would take the necessary steps to make improvements. This table shows that there was a positive correlation between students' participation in decision-making processes within schools and positive perceptions about the school environment.[18]

Table 13: ANOVA Results for School Environment

Reference Group	Comparison Group	Mean Differences	Std. Error	Significance
Students	Teachers	-.12	.05	.043
	Principals	-.21	.05	.000
Teachers	Principals	-.09	.05	.171

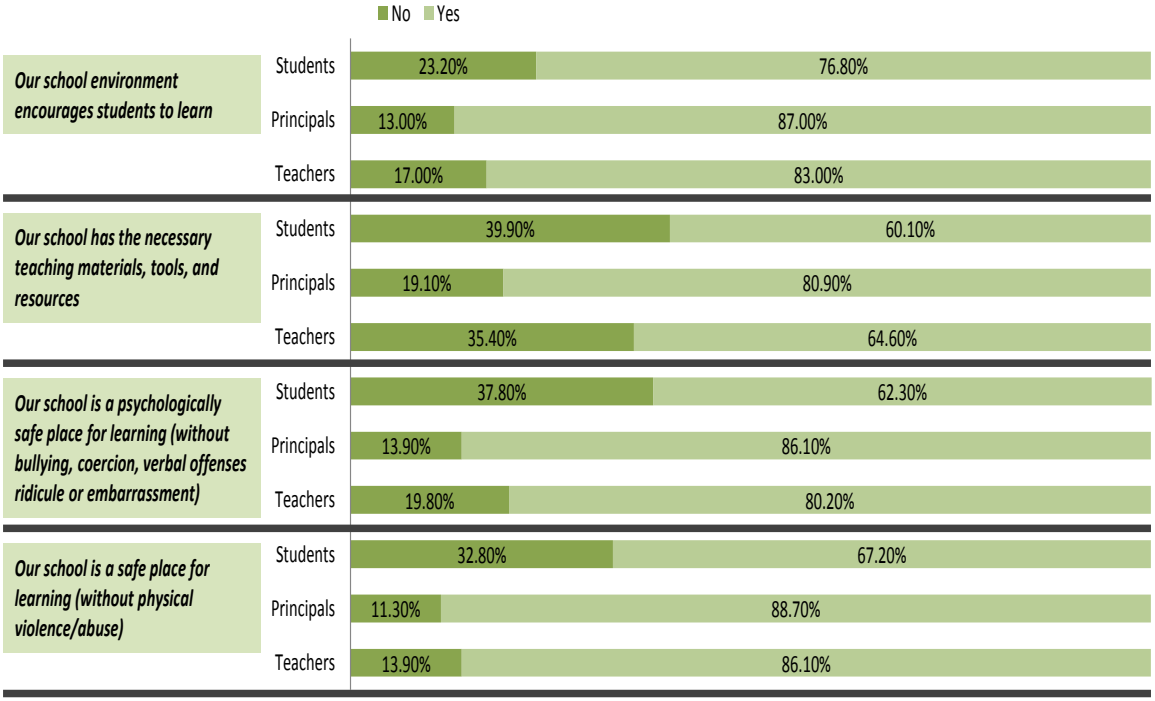
Then the research team selected items from the *School Environment* composite to highlight the most salient issues regarding quality of the school environment. The results presented in Table 14 affirm that there was great variation regarding opinions about the quality of the school environment across stakeholders. A large percentage of students believed that the school environment, as it related to physical and psychological safety, was not at all adequate. In addition, both teachers and students perceived a lack of teaching resources in the schools. These

[18] Pearson correlation results, r=0.46, p= 0.000

results are quite consistent with previous studies about the overall school environment in Jordanian schools.[19]

During focus group discussions, principals, teachers, supervisors, and MoE officials did not raise the subject of school violence. Instead, stakeholders centered the discussion of the school environment on physical environment and resources availability. Accordingly they reported that resources granted to schools were usually allocated to improve school infrastructure, which in turn has had an impact on teaching and learning.

Table 14: Students', Teachers', and Principals' Responses in Selected Items of the School Environment Composite.



4.2.4 Parental Involvement in Schools

The Parental Involvement in Schools composite comprised 10 items about parents' participation in their children's education and school affairs. Some examples of items in that composite included: (1) parents are informed about their children's progress in school regularly; (2) parents feel free to meet with teachers regarding their children's education; and 3) the parent-teacher council is functioning very well.

Principals and teachers were asked to provide the same information about parental involvement. The results presented in Table 15 show that overall perception scores for parental involvement in schools were high. However, principals' mean scores were significantly higher than teachers'.

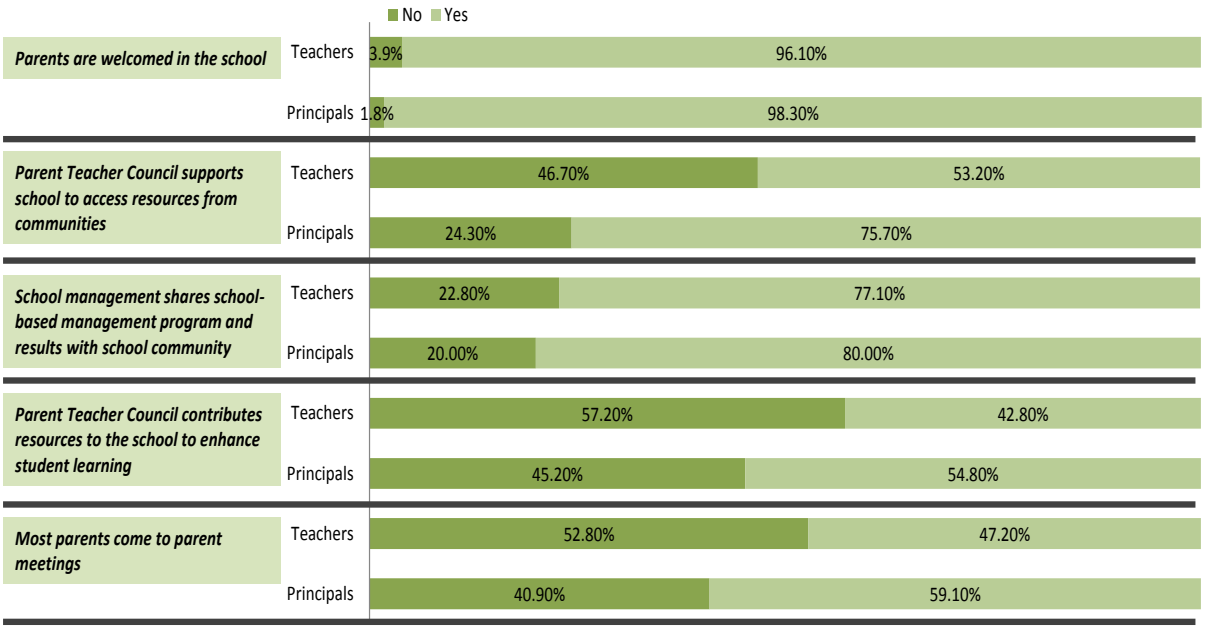
[19] Creative Associates International, Inc. (2012). Piecing together the learning environment: Assets, gains, and challenges to quality improvement in Jordanian public schools. Draft report.

Table 15: Principals' and Teachers' Mean Scores (SD) and T-Test Results

Stakeholders	*n*	Mean Score on Parental Involvement Composite (SD)	t-test significance level
Principals	115	2.11 (.34)	
Teachers	460	1.72 (.38)	.000

Table 16 demonstrates interesting trends regarding parental participation in schools. First of all, a large percentage of parents did not attend parent meetings to discuss their children's academic progress. Secondly, it seems that not all parent-teacher councils were active in contributing to the

Table 16: Response distribution for selected items in the Parental Involvement in Schools Composite



improvement of schools. As pointed out during focus group discussions, the role of parent-teacher councils and parents' actual involvement in their children's education still needed improvement. Further, many aspects of school management, including parental involvement, might depend on individual principals' personalities, according to focus group participants. This being the case, the MoE, with the assistance of the SDDP, should develop accountability systems to ensure parental involvement is implemented more widely across schools. Further, given the differences that exist in parental participation across schools, it would be important to develop systems through which principals with good community/parental engagement skills could interact with or coach principals that have not yet developed these important skills.

Despite the challenges of trying to engage parents, it important to note that during focus group discussions, parental involvement in schools was by far the most positive outcome of the SDDP program according to teachers, principals, supervisors, and the MoE. According to one of the teachers surveyed, one of the most visible aspects of program impact was the promotion of

communications through the Educational Development Councils that did not exist before the program came into being:

> "*Parents are now better informed on the reality of their children's educational development and the importance of their participation in taking responsibility for their children's learning with community support for schools."* [*Teacher, Focus Group Discussion, May 2012]*

In addition, many principals and MoE representatives cited positive support for the schools. More specifically, school boards/clusters seemed to have a positive effect on communications with the MoE and better overall support for schools:

> *"While in the past community participation and support was a formality only, through the program a great partnership was established, particularly in planning and decision-making and school events. Through the school boards (education development councils), the community has become involved even in giving financial support as well as in solving problems with the Directorates…"* [Principal, Focus Group Discussion, May 2012]

> *"Regarding the relationship with the local community, through the Educational Development Councils most members of the community now have an important role to play in education. In some districts it is maybe less effective and there is variation in the mobilization of the Educational Development Councils, but generally they now have a role in supporting the school financially and in other activities; they can provide ideas for schools…" [MoE staff, Focus Group Discussion, June 2012]*

4.2.5 Participatory School Leadership

The Participatory School Leadership composite comprised 11 items about participatory management practices at the school level. Some examples of items in that composite included: (1) school management includes teachers in discussions about improving the school; (2) school management communicates school decisions clearly; and 3) school management keeps teachers informed about the progress achieved on the development plan. Table 17 demonstrates that most principals' and teachers' agreed that participatory school management practices were in place in most schools.

Table 17: Principals' and Teachers' Mean Scores (SD) and T-Test Results

Stakeholders	*N*	Mean Score on Participatory School Leadership Composite (SD)	Mean difference	T-value	Significance
Principals	460	2.27 (.35)	1.65	3.8	0.000
Teachers	115	2.10 (.30)			

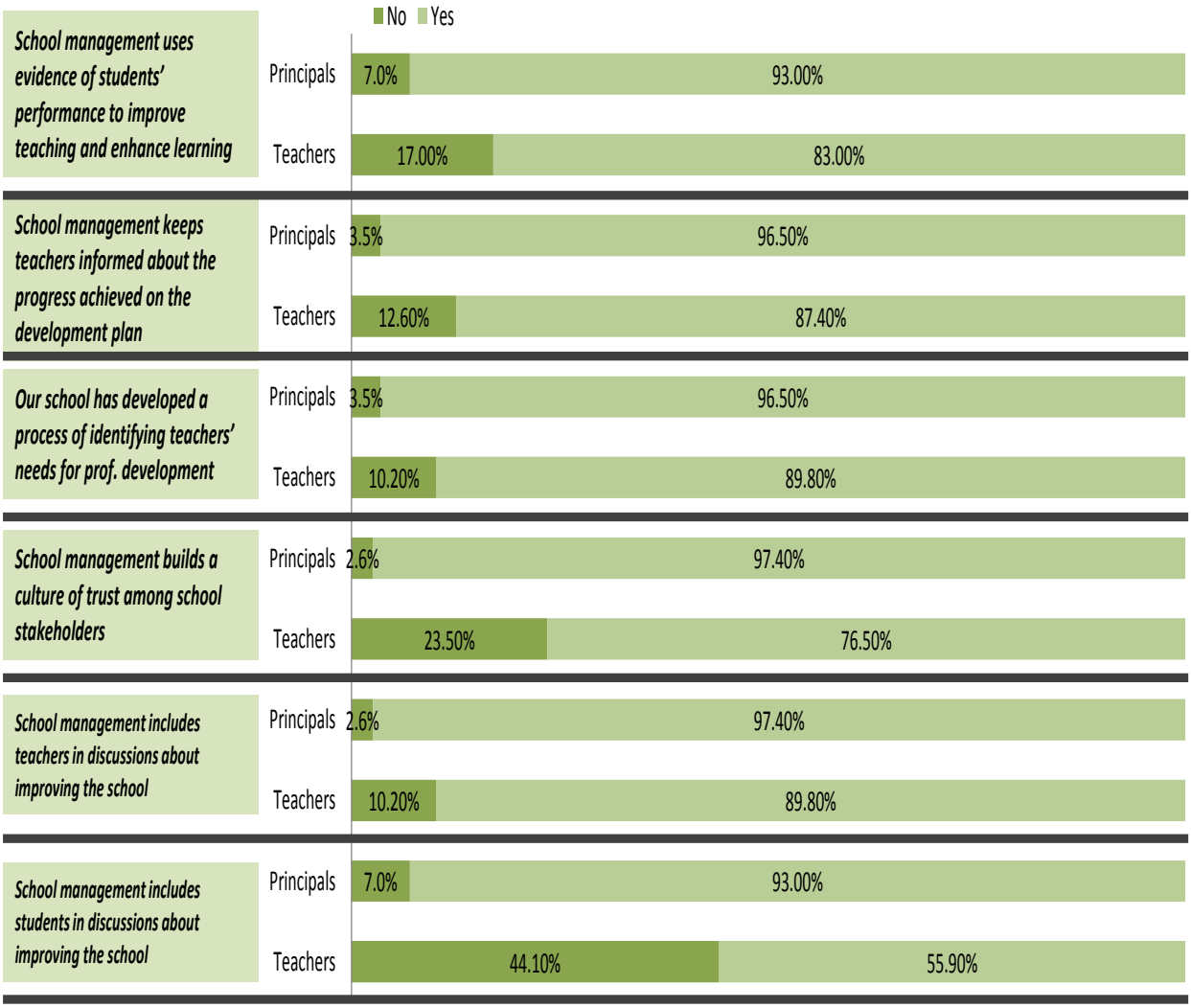
Some selected items represent key trends in schools' participatory management views, and they are presented in Table 18. It was observed that, in general, principals' ratings were more positive

than teachers'. However, principals and teachers generally agreed that teachers were included in discussions about school improvement. In addition, school management seems to have been successful in building a culture of trust among school stakeholders. However, this inclusiveness in school affairs did not seem to apply to students, according to many teachers. Excluding students from discussions about their schools might have left principals and teachers in the dark about problems in the school environment, as was presented earlier.

During all focus group discussions, many principals and teachers described principals as being better at working in teams as a result of program intervention. As one of the teachers explained,

> "*I feel, in our school, the director has become more decentralized by distributing tasks and getting everyone involved in decision-making.*" [Teacher, Focus Group Discussion, May 2012].

Table 18: Response distribution for selected items in the Participatory Leadership Composite.



However, many participants (mostly teachers and supervisors, but also a few principals) believed that SDDP-driven and real positive change at the school level depended too heavily on the personality and skills of principals. Some teachers cited the principal's personality as adversely affecting potential positive changes and good leadership practices.

> *"We need to institutionalize educational groups such as the Education Development Boards so that they have some power and authority that is not wholly dependent on the principal; we will need legislation for this. As it is, their roles are not clear and some of them [principals] consider themselves too highly and we are trying to placate them."* [Supervisor, Focus Group Discussion, May 2012].

Although stakeholders seemed to indicate that leadership characteristics depended in part on principals' personalities, it is important to note that many principals might lack the skills to change from an authoritarian to a participatory style of leadership. To this end, the SDDP might contribute in developing concrete steps and follow-up systems to assist principals in changing their management style.

> *"There is too much burden on the principals, especially with multiple programs. I imagine that if I had help, implementation and leadership would be significantly better."* [Principal, Focus Group Discussion, May 2012].

4.2.6 SDDP Sustainability

Items in the SDDP sustainability composite included: 1) the current technical and management support provided by the MoE are sufficient to guarantee the SDDP program sustainability; 2) MoE officials are ready to shift to school as unit of change; and 3) schools are able to develop their own developmental plans. As presented in Table 19, principals were more optimistic about the sustainability of the SDDP than supervisors.

Table 19: Principals' and Supervisors' Mean Scores in School Sustainability Composite and T-Test Results

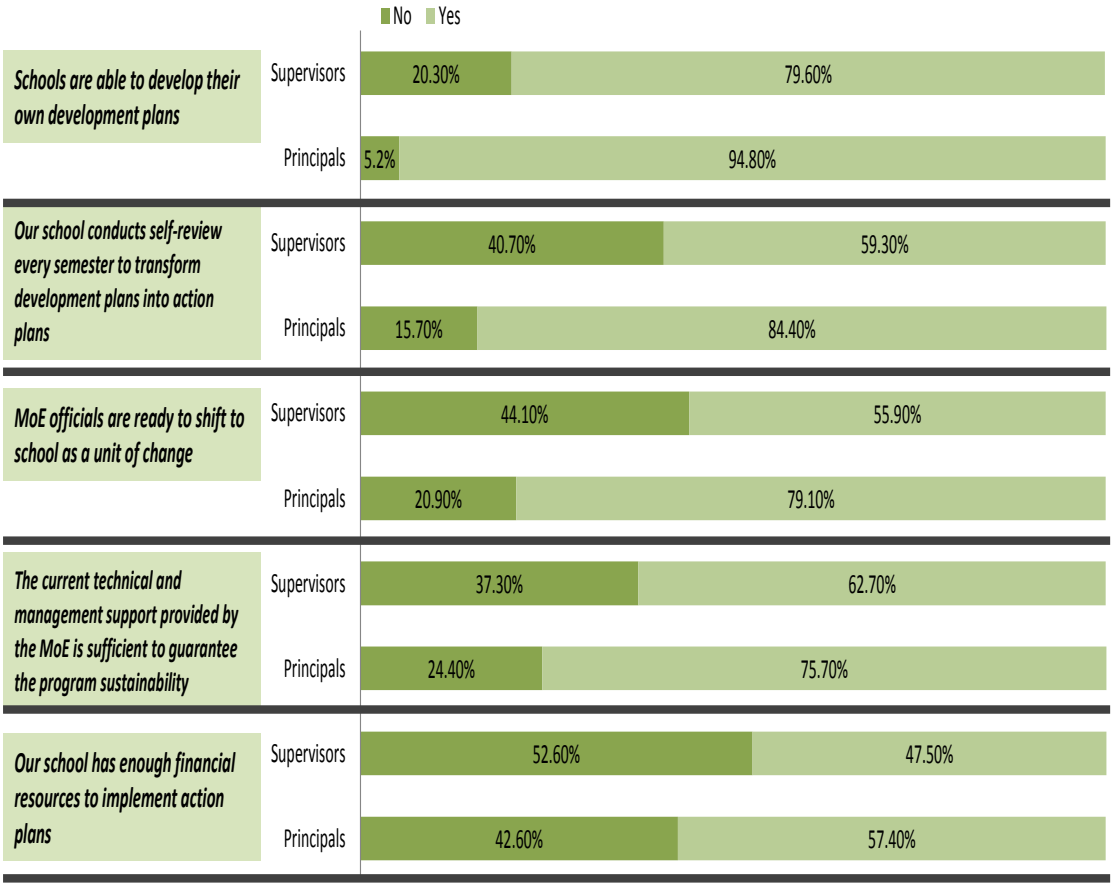
Stakeholders	*n*	Mean Score on SDDP Sustainability Composite (SD)	T-Test Significance Level[20]		
			Mean difference	T-value	Significance
Principals	115	1.93 (.52)	0.30	4.50	0.000
Supervisors	118	1.63 (.53)			

As Table 20 indicates, large percentages of principals and supervisors had concerns as to the availability of financial resources for implementing action plans. As presented in Section 4.1, 67% of schools had not received any grants from the MoE by the time of the interviews.[21] In addition,

[21] All schools and Field Directorates received CIDA funded grants. However, only a small percentage of schools had received MoE grants at the time of the study.

the amount of grant disbursement varied widely across schools (JD100-JD500), and the amount each school received was not correlated with its size.[22] Approximately 49% of schools (n=18) that received grants were located in Badia Northwest and Badia Northeast (27% and 22%, respectively); 19% (n=7) were located in Almafraq; in Jerash and Badia Wosta-Algezeh 11% (n=4) of schools had received grants; and Badia Wosta/Almowaqar had the smallest number of schools that received grants (8% (n=3) and 3% (n=1), respectively. It is not clear why some schools have not yet received and financial assistance to date. It is possible that some of those schools found other sources of funding and thus did not request additional support from the government. The principal's personality may also have played a role in convincing others of his or her school's urgent needs. Nevertheless, it would seem advantageous to develop a transparent system that would support schools financially.

Table 20: Responses for selected items in the Program Sustainability Composite



In addition, a larger percentage of supervisors than principals reported that the MoE did not provide the necessary technical and management support to guarantee program sustainability. There were also doubts about the MoE's readiness to accept genuine autonomy for schools.

[22] Pearson Correlation was conducted to assess the relationship between grant amounts and number of students per school (r= -.253, n=37, p=.130)

Principals and supervisors seemed to disagree as to whether schools had the capacity to develop and review their own SDDP plans.

During focus group discussions, most stakeholders saw SDDP sustainability as unlikely. Some teachers mentioned that money had been spent on infrastructure rather than teaching and learning and that there would be no maintenance without fiscal support. In addition, some teachers and principals cited the lack of recognition for teaching and managerial excellence, which decreased real interest in continuing the program. Similarly, supervisors and MoE staff believed that the program might not be sustainable, since support offered to schools was not based on need. According to participants, sustainability depended on planning, follow-up, and awareness-raising. It also required formal rules, roles, and responsibilities. All groups mentioned that educators (teachers, principals, and supervisors) were continually transferred across schools, which negatively affected sustainability as well.

> *"I trained hundreds of supervisors, but they moved and education managers have moved and the current director did not receive the training and most of the groups that are trained are transferred."* [Supervisor, Focus Group Discussion, May 2012]

4.2.7 Field Directorate and Supervisors' Support for Education Improvement

The *Field Directorate and Supervisors Support for Educational Improvement* composite comprised four items regarding key pedagogical support for schools. Some examples of items in that composite include: 1) the field directorate analyzes results on national and international tests and develops the plans to lead to improvements in future results; 2) the supervisor provides training and support to schools undertaking School Development Program; and 3) the field directorate provides appropriate professional development training for teachers on aspects of teaching and learning. As Table 21 indicates, the overall mean across stakeholders was high, which suggests that, for the most part, school stakeholders agree that there was professional development support from supervisors and/or field directorates. However, supervisors rated field directorate and supervisors' support to schools higher than teachers did.

Table 21: Mean Score on Field Directorate and Supervisor's Support Composite

Stakeholders	N	Mean Score (SD)
Supervisor	118	2.07 (.49)
Principals	115	2.04 (.53)
Teachers	460	1.81 (.40)
Total	693	1.98(0.49)

Moreover, Table 22 demonstrates that teachers' views on the support they received from directorates and supervisors differed significantly from principals' and supervisors' views (whose

Table 22: ANOVA Results for Field Directorates and Supervisors Support

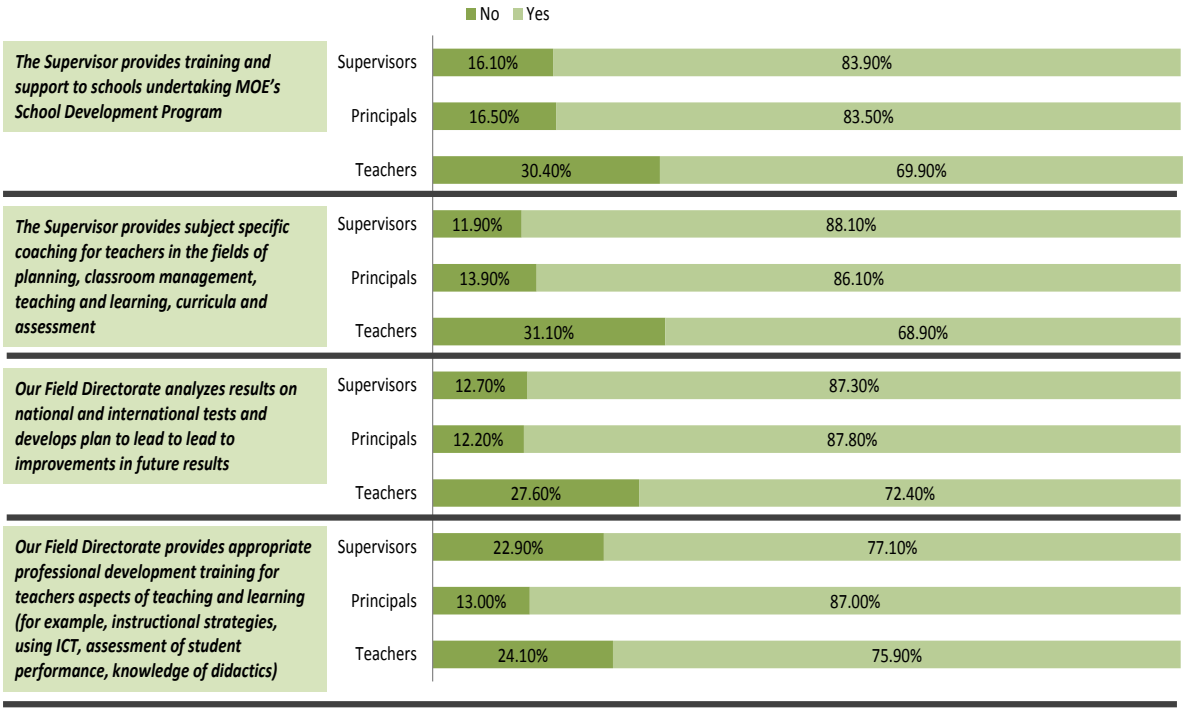
Reference Group	Comparison Group	Mean Differences	Std. Error	Significance
Teachers	Principals	-.23	.06	.001
	Supervisors	-.26	.06	.000
Supervisors	Principals	-.02	.06	.906

views were not significantly different).

The distribution of responses across stakeholders at the individual item level (Table 23) demonstrates that most stakeholders had positive views regarding support coming from field directorates and supervisors. However, some teachers did have negative views about the specific kinds of support they received. A substantial percentage of teachers agree that supervisors did not provide pedagogical and classroom management coaching to teachers (31.1%). Coaching, according to the SDDP, should be the "new" role of supervisors. Furthermore, teachers believed that supervisors did not support the schools implementation of SDDP (30.4%). This finding clarifies a question posed earlier in the Teaching Practices section that suggests that supervisors' support for teachers' use of more effective methodologies needed improvement in some SDDP schools. One area teachers and supervisors agreed upon was the lack of support offered by the field directorates to improve teaching and learning practices. Although the majority said that their field directorates did provide that kind of assistance, it is clear that more professional development strategies need to be developed and implemented. This lack of field directorates' support might have hampered supervisors' ability to coach teachers, as they might have lacked the necessary skills and/or resources. As one of the supervisors stated during focus group discussions:

> "*The role of the supervisor has more cons than pros due to the fact that the number of supervisors is inadequate; there is a problem of many villages that are far away, which incurs transportation costs; and in general supervisors are overloaded*." [Supervisor, Focus Group Discussion, May 2012]

Table 23: Response distribution for selected items in the Field Directorate and Supervisors' Support for Education Improvement.



Further, during focus group discussions, most teachers expressed negative views about supervisors, while principals had more positive views:

> *"The mood is tense when a guest from the Directorate visits; the visit is considered as an inspection with the aim to catch errors, whereas we understand that it should be more to provide support for improvements."* [Teacher from Aljeizah, Focus Group Discussion, 5/29/2012]

> *"There is a change and we consult supervisor in many things such as administration and we feel that they are more like a facilitator [coach]. However the situation varies between those supervisors who have been trained on the program, and those who have not been trained." [*Principal, Focus Group Discussion, May 2012].

4.2.8 MoE Views and Role in the implementation and Sustainability of the SDDP

Based on stakeholders' views about the SDDP, expressed through quantitative and focus group findings, SDDP requires strong coordination between central and local government levels. More specifically, the MoE must be responsible for monitoring SDDP field directorates' practices. In turn, field directorates must be responsible for monitoring schools under their supervision. Moreover, the field directorate must take the role of facilitator of change and supporter of SDDP implementation plans. Schools should be given the opportunity and autonomy, by all managerial levels, to sustain their development program in an environment of high expectations combined with accountability and outside support.

One important goal of this study was to determine the key success factors as well as the critical challenges going forward during the implementation of school-based development activities in schools, directorates, and the MoE. As presented earlier, SDDP seems to have promoted several positive relational changes among departments, the MoE, directorates, and schools. Focus group findings revealed that support for the schools, specifically school boards /school clusters had a positive effect on communications with the MoE. Regarding program impacts on relationships with the local community, focus groups revealed that one of the most visible impacts of SDDPwas the promotion of communications with the community (through the Educational Development Councils). For instance, one of the participants reported:

> "*This channel of communication did not exist before the program. Parents are now better informed on the reality of their children's educational development. Thus, they become more convinced of the importance of their participation in taking responsibility for their children's learning with community support for schools.*" [MoE staff, Focus Group Discussion, June 2012]

Thus, the SDDP has been able to build a participatory culture between schools and the local communities. Finally, MoE staff reported that since the implementation of the SDDP, school planning was more practical than it had been in the past and therefore more likely to be successful.

Although there have been significant program accomplishments to date, as noted by several stakeholders, important challenges for program implementation remain. First, it is important to note that although many MoE staff members were enthusiastic about the SDDP during focus groups, several were completely unaware of existence of the program at all. For example, staff from two directorates believed in and supported program implementation. In contrast, representatives of two other directorates, which were supposed to be key partners in the project, possessed little knowledge or understanding about the SDDP. One key MoE stakeholder stated:

> "*Formally, I was never informed about the program. I only came across the project through personal relations. I think that is because of the absence of coordination. I think Field directorates are supposed to provide me with information about their needs regarding this aspect [examination] of their development*." [MoE staff, Focus Group Discussion, June 2012]

Some stakeholders believed that few people at the MoE had become involved in the project and there was scant understanding among some MoE officers as to what had been implemented in the field regarding the SDDP. It would appear then that there has been little or no coordination between departments within the MoE and between the MoE and the field directorates and schools. These findings suggest that communication channels among MoE officers at the central level might be flawed.

Representatives from one of the MoE departments believed that the role of the MoE in the second phase would be critical for this program, as their proactive support would be the only way to institutionalize the Program.

> "I*n contrast to the first phase, in which the role of the MoE was almost absent, the role of the MoE in the second phase was essential, we have inputs in designing the whole implementation plans as well as a joint committee of the MoE. The implementing agency conducts a meeting per week and discusses all activities and operations to be carried out. In addition, financial support is different during the second phase. During the first phase, financial support was given to principals, supervisors, etc. which in turn, led to a negative impact, whereas in the second phase, support is given to the institution and linked with the achievement of the institution goals and objectives.* [MoE staff, Focus Group Discussion, June 2012]

Although many MoE stakeholders had optimistic views about program sustainability, some mentioned a significant set of obstacles to sustainability – obstacles like the absence of proper legislation to support changes at the school level and the need to develop a transparent monitoring and evaluation system:

> "*We need a system of accountability and monitoring and evaluation…in addition there are no appropriate procedures for selecting school principals and other high level education leaders*. *Actually, we believe that* the *development of procedure for selecting school principals and educational leaders is a key factor for program sustainability, in addition to the development of educational legislation and the*

encouragement of the community participation in policy-making at the school level."
[MoE Staff, Focus Group Discussion, June 2012]

According to the MoE, one of the challenges encountered in implementing the program was the misuse of grants given to some schools: "some principals used grants for maintenance of buildings and equipment that are not directly related to the development plan, such as multi-purpose rooms (Hashemite Hall)." [MoE Staff, Focus Group Discussion, June 2012]
In addition, the focus group participants summarized the following as challenges for the SDDP and its sustainability:

- ***Educational legislation*** has not fit with program culture. As one participant indicated:
"T*he policies and legislation prevent school principals from receiving or accepting financial support from the local community. For example, a person was willing to grant a school twenty thousand Jordanian Dinars, but the school principal was unable to take the money due to the lack of legislation.*" [MoE staff, Focus Group Discussion, June 2012]

- ***Insufficiency of financial support*** affected sustainability, according to one of the participants: *"Lack of financial and technical support is considered as a high risk factor to program sustainability."* [MoE staff, Focus Group Discussion, June 2012]

- ***The high rate of turnover at all levels of the MoE educational leaders and teachers*** could be considered as one of the biggest challenges for the success of the program. A member of the training department said that: "o*ne of the challenges facing the project the instability of leaders and cadres of MoE staff". [*MoE staff, Focus Group Discussion, June 2012]

- *The absence of an accountability system*, which was viewed as one of the main risk factors since it had been mentioned by more than one of the focus group participants: "*accountability systems do not exist, or if any they are very weak.*" [MoE staff, Focus Group Discussion, June 2012]

In sum, and perhaps not unexpectedly, polarized views about the SDDP have existed within the MoE. While some representatives seemed to be very optimistic and knowledgeable about the program others had very little knowledge about what the program was supposed to accomplish. As a result, the program might lack the necessary coordination at the central level. Many MoE representatives have been aware of program flaws and have made important efforts to improve SDDP and ensure its sustainability. SDDP implementers should capitalize on that awareness and focus on developing specific actions and follow-up systems to address program challenges.

5. Comparisons across Domains by Directorates

In addition to the many other stakeholders' perceptions, the research team was interested in finding out whether there were differences in stakeholders' perceptions across domains by directorates, in order to help the MoE better coordinate and prioritize its activities. As presented in Table 24, there were no significant differences among students in different directorates with regards to perceptions of teaching practices, even though Badia Wosta /Algezeh(M=2.23) and

Badia Wosta/Almowaqar (M=2.25) presented the highest scores. Similarly, there were no significant student differences with regard to perceptions of participatory leadership, although Badia Wosta/Algezeh, Badia Wosta/Almowaqar, and Almafraq had the highest scores (M=2.1).

Students' school environment ratings differed significantly only between Jerash and Badia Northwest and Jerash and Badia Northeast. Scores in Jerash were on average 10% higher than in the other two directorates.

Table 24: Students' Mean Scores and ANOVA results across Domains by Directorate

Directorates	n	Teaching Practices Scores[23] (SD)	School environment Scores (SD)	Participatory Leadership Scores (SD)
Badia Wosta/Algezeh	115	2.2 (.5)	1.8 (.7)	2.1 (.6)
Badia Wosta/Almowaqar	54	2.3 (.5)	1.7 (.7)	2.1 (.6)
Almafraq	191	2.2 (.4)	1.9 (.6)	2.1 (.6)
Badia North West	161	2.1 (.4)	1.8*(.6)	1.9 (.7)
Badia North East	180	2.1 (.4)	1.8* (.6)	1.9 (.7)
Jerash	207	2.2 (.5)	2.0* (.6)	2.0 (.7)
South Ghour	45	2.1 (.4)	1.7 (.5)	1.9 (.5)
Total	953	2.2 (.4)	1.8 (.6)	2.0 (.7)

Table 25 summarizes supervisors' perceptions about several aspects of SDDP schools and directorates across directorates. The only significant differences regarding perceptions of teaching practices were found between Badia North West and Badia North East. They each represented the highest (M=1.9) and lowest (M=1.4) scores across directorates.

Table 25: Supervisors' Mean Scores and ANOVA results across Domains by Directorate

Directorates	n	Teaching Practices Scores[24]	Field Directorate Scores	Sustainability Scores
Badia Wosta/Algezeh	10	1.6 (.4)	2.2* (.4)	1.6 (.6)
Badia Wosta/Almowaqar	8	1.7 (.3)	2.2* (.4)	1.8 (.6)
Almafraq	23	1.7 (.3)	1.8* (.3)	1.4* (.5)
Badia North West	16	1.4* (.3)	1.5* (.4)	1.5 (.5)
Badia North East	20	1.9* (.3)	2.1* (.2)	1.9* (.3)
Jerash	29	1.6 (.3)	2.2* (.4)	1.8* (.5)
South Ghour	12	1.6 (.3)	2.2* (.3)	1.5 (.4)
Total	118	1.7 (.3)	2.0* (.4)	1.7 (.5)

[23] ANOVA with Post Hoc Tukey tests was used to test significance levels of all pairwise comparisons. Significance levels were as follows: Jerash and Badia North West (.035); Jerash and Badia North East (.039).

[24] ANOVA with Post Hoc Tukey tests was used to test significance levels of all pairwise comparisons. Significance levels were as follows: Teaching Practices: Badia North West and Badia North East (.000). Field Directorate and Supervisor's Support: Badia North West and Badia Wosta/Algezeh, Badia Wosta/Almowaqar, Badia North East, Jerash, and South Ghour (.000, .001, .000, .000, and .000, respectively). South Ghour and Almafraq (.038). Sustainability: Almafrac was significantly lower than Badia North East and Jerash (.011 and .034, respectively).

With respect to field directorate and supervisors' support, the research team found that supervisors' responses in Badia North West differed significantly from all directorates, except Almafraq. Badia North West had the lowest score (1.5). Almafraq differed significantly from South Ghour. Finally, as regards sustainability, there were significant differences between Almafraq (M=1.4) and Badia North East (M=1.9) and Jerash (M=1.8).

As presented in Table 26, teachers' perceptions about teaching practices, school environment, parental involvement, participatory leadership, and field directorate and supervisors' support did not differ significantly across directorates.

Table 26: Teachers' Mean Scores and ANOVA results across Domains by Directorate

	N	Teaching Practices Scores[25]	School Environment Scores	Parental Involvement Scores	Participatory Leadership Scores	Field Directorate and Supervisors' Support Scores
Badia Wosta/Algezeh	52	2.3 (.3)	2.0 (.5)	1.9 (.5)	2.2 (.4)	1.9 (.5)
Badia Wosta/Almowaqar	28	2.3 (.3)	1.8 (.5)	1.9 (.4)	2.1 (.4)	1.7 (.4)
Almafraq	92	2.4 (.3)	2.0 (.6)	1.8 (.5)	2.2 (.5)	1.7 (.7)
Badia North West	84	2.3 (.3)	1.9 (.5)	1.7 (.5)	2.0 (.5)	1.7 (.7)
Badia North East	88	2.3 (.3)	2.1 (.5)	1.7 (.5)	2.1 (.4)	1.8 (.5)
Jerash	96	2.3 (.3)	2.0 (.5)	1.8 (.5)	2.1 (.5)	1.7 (.6)
South Ghour	20	2.3 (.3)	1.8 (.6)	1.9 (.5)	2.2 (.5)	2.0 (.5)
Total	460	2.3 (.3)	2.0 (.5)	1.8 (.5)	2.1 (.5)	1.8 (.6)

As presented in Table 27, principals' perceptions about teaching practices, school environment, parental involvement, participatory leadership, sustainability, and field directorate and supervisors' support also did not differ significantly across directorates.

Table 27: Principals' Mean Scores and ANOVA results across Domains by Directorate

	N	Teaching Practices Scores[26]	School Environment Scores	Parental Involvement Scores	Field Direct. & Supervisors' Support Scores	Sustainability Scores	Participatory Leadership Scores
Badia Wosta/Algezeh	13	2.1 (.3)	2.0 (.5)	2.1 (.5)	1.9 (.5)	1.9 (.4)	2.1 (.2)
Badia Wosta/Almowaqar	7	1.9 (.4)	1.7 (.3)	2.1 (.4)	1.7 (.5)	1.9 (.5)	2.0 (.3)
Almafraq	23	2.1 (.4)	1.8 (.4)	2.2 (.4)	2.0 (.5)	1.9 (.6)	2.2 (.4)
Badia North West	21	2.3 (.3)	1.9 (.5)	2.1 (.4)	2.0 (.6)	2.1 (.6)	2.3 (.3)
Badia North East	22	2.1 (.3)	1.9 (.3)	2.1 (.4)	1.9 (.5)	1.9 (.5)	2.2 (.3)
Jerash	24	2.2 (.3)	1.8 (.3)	2.0 (.4)	1.9 (.4)	1.8 (.4)	2.2 (.3)
South Ghour	5	2.4 (.3)	1.9 (.3)	2.1 (.2)	2.1 (.4)	1.9 (.6)	2.3 (.3)
Total	115	2.2 (.3)	1.9 (.3)	2.1 (.4)	1.9 (.5)	1.9 (.5)	2.2 (.3)

[25] ANOVA with Post Hoc Tukey tests was used to test significance levels of all pairwise comparisons

[26] ANOVA with Post Hoc Tukey tests was used to test significance levels of all pairwise comparisons

6. SDDP Document Review

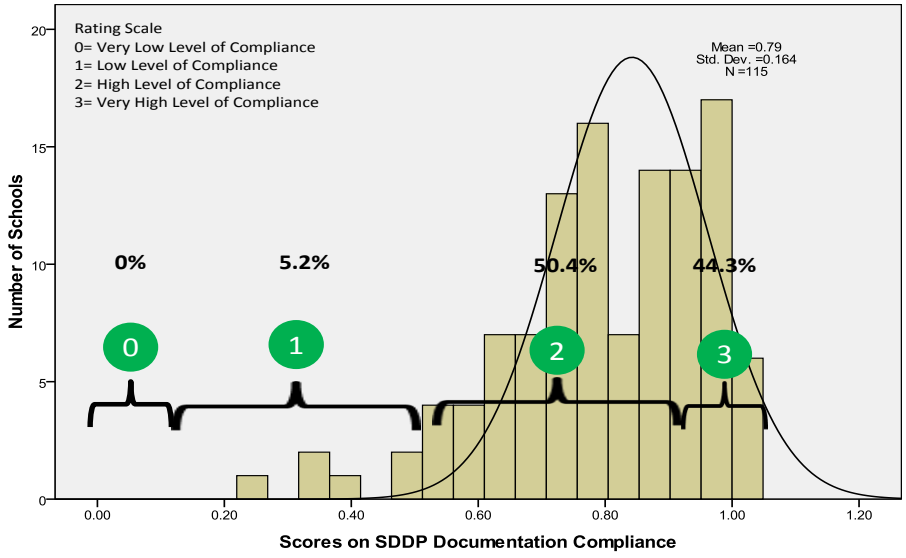
In addition to analyzing stakeholders' perceptions of several domains related to SDDP schools and directorates, the research team sought to determine the extent to which schools followed the guidelines received by the SDDP to plan and document key school activities. The *Document Review Checklist* included a list of 12 documents supposed to be created by the schools. The checklist was intended to determine whether schools had drafted those documents and also to assess the overall quality of the documents.

The documents itemized in *the Checklist* included: 1) School Vision; 2) School Mission; 3) School Improvement Plan; 4) Action Plan; 5) Documentation of Initiatives undertaken by the School Cluster Education Council; 6) Documentation of Supervisors Visits to Schools; 7) Documentation of Supervisors' Interaction with Teachers; 8) Minutes of Meetings with the Officers at the Field Directorate; 9) Documentation of Activities Undertaken by Teachers-Parents Council; 10) Minutes of Meetings of Teachers-Parents Councils; 11) Agenda for Teachers-Parents Meetings; and 12) School Self-Evaluation Instruments.

To assess school compliance with SDDP documentation requirements at the school level, the team created a composite score including all documents listed above and their overall quality ratings. Scores ranged from 0-1, with scores ranging from 0-0.15 suggesting a very low level of compliance. Scores ranging from 0.16-0.50 indicated a low level of compliance. Scores ranging from 0.51-.84 suggested that compliance was high, with scores from 0.85-1.00 indicating that compliance was very high.

As presented in Figure 5, most levels of compliance at the school level were high or very high

Figure 5: Scores on SDDP Documentation Compliance



(94.7%). A high or very high level suggests that schools have been engaging in proper planning for school development, a prerequisite for improvement of schools and high student performance. Only a small number of schools scores indicated a low level of compliance (5.2%). Schools with

low levels of compliance were located in Badia Wosta/Algezeh (n=2), Badia Wosta/Almowaqar (n=1), Badia North West (n=2) and Badia North East (n=1). All principals in those schools had attended SDDP training.

As Table 28 demonstrates, although an overwhelming majority of schools had School Vision, School Mission, School Improvement Plan, Action Plan, Minutes of Meetings of Teachers-Parents Councils, Records of Supervisors' Visits to Schools, Records of Supervisors' Visits to Teachers, and to some extent, Documentation of Activities Undertaken by Teacher-Parent Councils, some schools did not have all recommended SDDP documents. The percentage of schools with School Self-Evaluation Instruments (35.7%), highlight the importance of enforcing how essential that document is for the SDDP process within schools among principals and supervisors. School self-assessment instruments will generate comparative data to assist in increasing accountability and enabling beneficiaries and stakeholders to compare performance with their peers on common indicators.

Table 28: Percentages of Schools that developed SDDP Documents and their Mean Quality Scores (n=115)

Documents	Yes % (n)	No % (n)	Mean Quality Scores 0-1 (SD)
School Vision	92.2 (106)	7.8% (9)	.94 (.13)
School Mission	95.7 (110)	4.3% (5)	.88 (.17)
School Improvement Plan	93.9 (108)	6.1 (7)	.75 (.19)
Action Plan	93.9 (108)	6.1 (7)	.89 (.15)
Records of School Cluster Education Councils Initiatives	62.6% (72)	37.4 (43)	.79 (.36)
Records of Supervisors' Visits to Schools	97.4 (112)	2.6 (3)	NA
Records of Supervisors' Visits to Teachers	99.1 (114)	0.9 (1)	NA
Minutes of Meetings with the Officers at the Field Directorate	56.5 (65)	43.5 (50)	NA
Documentation of activities undertaken by Teachers-Parents Council	81.7 (94)	18.3 (21)	NA
Minutes of Meetings of Teachers-Parents Councils	87.0 (100)	13.0 (15)	NA
Agenda for Teachers-Parents Meetings	67.0 77)	33.0 (38)	NA
School Self-Evaluation Instruments	35.7 (41)	64.3 (74)	NA

With respect to the quality of the documents, School Vision, School Mission, and Action Plans were rated as very high (.94, .88, and .89, respectively) by supervisors who collected data. The scores indicate that those documents were drafted according to SDDP specifications. For School Vision document, a very high score in quality meant that the vision was realistic and based on positive changes, that it was expressed in 30 words or less, and that it reflected an improved environment for the school. For the School Mission statement, a very high quality score meant that the mission had clarified why and for whom the school existed and stated clearly and concisely the values it sought to realize. For Action Plans, very high quality meant that the document objectives and procedures for implementing the School Improvement Plan were clear. In addition, the plan verified that the SDDP had clarified who had implementation responsibilities, stated where the sources of funding came from, outlined the duration of implementation activities, and identified the monitoring and evaluation systems.

The quality of two other documents, the School Improvement Plan and Records of School Cluster Education Councils Initiatives were rated as high (0.75 and .79, respectively). High quality School Improvement Plans were supposed to address the following issues: 1) Learning and Teaching; 2) Students' Environment; 3) Parental Involvement and Community Participation; and 4) School Leadership and Administration. Although the overall rating for the School Improvement Plan was high, it had the lowest quality rating among all documents. The main reason was a lack of consistency in addressing all components supposedly present in Improvement Plans. For example, within the school environment area, only 26% of schools addressed gender issues. In addition, a large percentage of plans did not address issues related to improvement of school leadership (32%). Conversely, 97% of schools addressed learning and teaching practices, such as elements of the curriculum, students' performance, and training support for teachers. For the remainder of the documents listed in the table below, there were no specified characteristics to help verify their quality. Therefore, the research team only showed whether or not they existed in the schools.

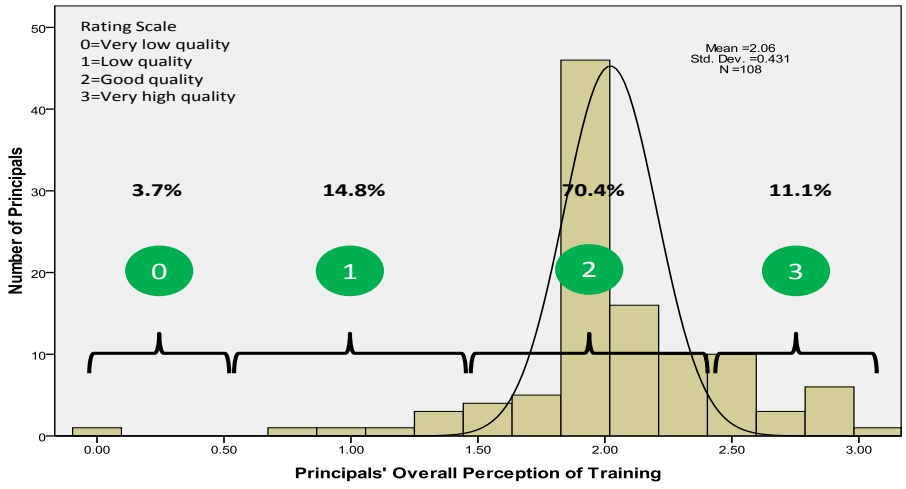
7. Supervisors' and Principals' Perceptions about SDDP Training

Finally, this study sought to determine stakeholders' perceptions about the quality of SDDP training. The training domain comprised 27 items distributed into four sub-domains: 1) facilitator (8 items); 2) materials (3 items); 3) knowledge and skills acquired during training (12 items); and 4) logistics (4 items). Principals and supervisors answered the same items.[27]

Similar to the Perceptions Questionnaire, scores ranging from 0-0.5 suggested that the overall quality of training, according to participants, was very low and scores ranging from - 0.51-1.50 showed the quality of training was low. Scores ranging from 1.51-2.5 indicated that quality of training was high, while scores from - 2.51-3.00 implied that quality of training was very high.

As Figure 6 indicates, most principals' rated the overall quality of training as high (70.4%) or very

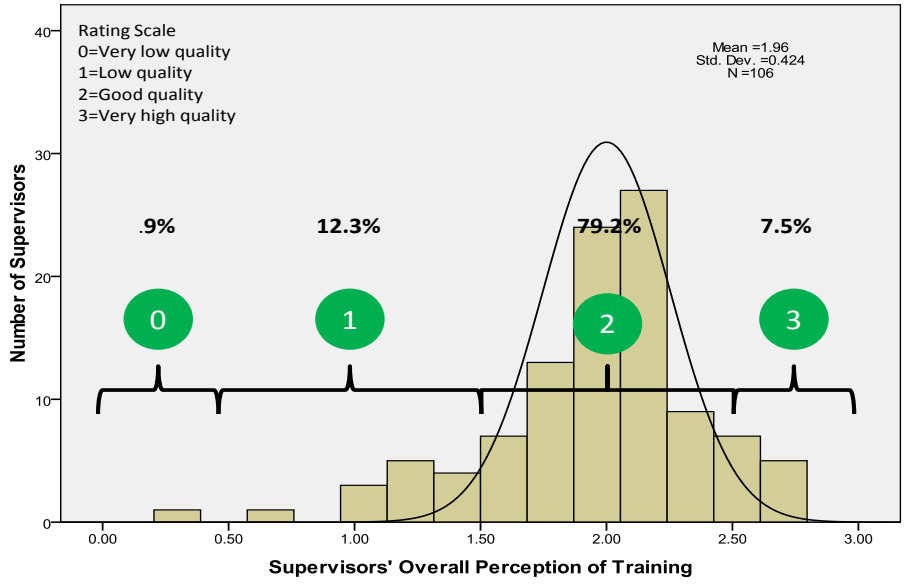
Figure 6: Principals' Overall Perception of Training



[27] The reliability of principals' and supervisors' overall responses were α=.96 and α=.95, respectively. All sub-domains had α >.70.

high (11.1%) – or 81.5% combined. The overall mean score for all principals was 2.06 (SD=.43). Approximately 18% rated the overall quality of training as low or very low.
Not unlike principals, most supervisors rated the overall quality of training as high (79.2%) or very high (7.5). Approximately 13% rated the overall quality as low or very low. The overall mean scores for supervisors was significantly lower than for principals (M=2.06, SD=.43). In the following section, we will explore which aspects of training have contributed most to high and low overall ratings among principals and supervisors.

Figure 7: Supervisors' Overall Perception of Training



For each specific training domain, the research team selected items with the lowest and highest mean scores to inform program implementers and MoE staff about the aspects of training that could be improved (as well as those with the highest levels of satisfaction).
As Tables 29 and 30 indicate, most principals and supervisors were satisfied with the quality of the trainers. For supervisors, the most positive aspect of trainers was their ability to encourage participants to share their practical experiences. For principals, the most positive aspect was trainers' organization, as training modules started with the facilitator explaining training objectives. Conversely, their organization was the most negative aspect of trainers according to supervisors. Nevertheless, a similar percentage of principals and supervisors agreed that some trainers were not very well qualified to conduct training, as they were not able to answer questions and/or were not well prepared.

As regards training materials, some principals and supervisors agreed that workshop agendas were not shared with them in advance. However, supervisors were more likely to have received a copy of the CD containing all SDDP materials and other related documents than principals. Principals were more likely to have received a copy of the SDDP Manual before training.

In the domain of knowledge and skills, principals and supervisors seemed to agree that lack of feedback and follow-up were the weakest aspects of training. Focus group discussions confirmed this finding. More specifically, participants mentioned that there were not enough people from

the MoE involved in the project. In addition, there was little understanding of MoE roles for follow-up and implementation as well as little or no coordination or communications among the MoE, field directorates, and schools.

Table 29: Supervisors' views on training

Items	No	Yes
Facilitator		
Most Negative Aspects		
Each training module ended with participants' discussions on whether training objectives had been met	23.6%	76.4%
The trainer was able to answer questions posed by participants	17.0%	83.0%
The facilitator was well prepared to carry out training	15.1%	84.9%
Most Positive Aspect		
The facilitator encouraged participants to share their practical experiences	12.3%	87.7%
Materials		
Most Negative Aspect		
I received a copy of the training workshop agenda before the training	26.4%	73.6%
Most Positive Aspect		
I received a copy of the CD that containing all SDDP materials and other related documents.	9.4%	90.6%
Knowledge and Skills Acquired During Training		
Most Negative Aspects		
Training had follow-up strategy to help me face the implementation challenges at the school level	25.5%	74.5%
I received appropriate feedback on the practical performance tasks I have completed	22.6%	77.4%
Most Positive Aspects		
Because of the training I am well prepared to develop a school development plan	9.4%	90.6%
Because of the training I am well prepared to turn a development plan into an action plan	8.5%	91.5%
Logistics		
Most Negative Aspect		
Training was offered at a convenient time	34.0%	66.0%
Most Positive Aspect		
Training venue was adequate (lighting, size, accommodation)	25.5%	74.5%

For supervisors, the strongest aspects of the training allowed for adequate preparation to develop school development plans and to turn development plans into action plans. For principals, the most positive aspect of the training was acquiring the necessary skills to be a mentor to teachers.

Finally, with regard to logistics, principals and supervisors agreed that the weakest practical point on the training continuum was timing, since for many participants, the sessions did not take place at convenient times. For some principals, the actual time allocated to training was not sufficient either.

Table 30: Principals' views on training

Items	No	Yes
Facilitator		
Most Negative Aspects		
The trainer was able to answer questions posed by participants	13.9%	86.1%
The facilitator was well prepared to carry out training	14.8%	85.2%
Most Positive Aspect		
Each training module started with the facilitator explaining training objectives.	6.5%	93.5%
Materials		
Most Negative Aspect		
I received a copy of the CD that containing all SDDP materials and other related documents.	23.1%	76.9%
Most Positive Aspect		
I received a copy of the School and Directorate Development Program Manual before training in advance.	11.1%	88.9%
Knowledge and Skills Acquired During Training		
Most Negative Aspects		
Training had follow-up strategy to help me face the implementation challenges at the school level	19.4%	80.6%
I received appropriate feedback on the practical performance tasks I have completed	17.6%	82.4%
Most Positive Aspect		
I have acquired the necessary skills to be a mentor to school teachers	4.6%	95.4%
Logistics		
Most Negative Aspects		
Time allocated to training was sufficient	21.3%	78.7%
Training was offered at a convenient time	21.3%	78.7%
Most Positive Aspect		
Training venue was adequate (lighting, size, accommodation)	12.0%	88.0%

9. Conclusions and Policy Implications

The implementation of the SDDP is now entering a new phase, as it prepares to expand to the remaining field directorates in Jordan. The objective of this study was to assess the extent to which SDDP practices now exist in schools; identify key successes that can be built on; determine the (most successful and) challenging aspects for program implementation and sustainability; and report on stakeholders' perceptions as to the overall quality and relevance of SDDP training. Answers to those questions should assist the SDDP and the MoE in revising and/or fine-tuning the program according to stakeholders' needs and in developing the most efficient strategy for program expansion and further improvement.

As for the extent to which SDDP practices have permeated the school and directorate levels, stakeholders were quite positive about the implementation to date of teaching and learning practices, the school environment, the relationship between schools and parents/communities, and leadership and management. However, it is important to emphasize that there is room for improvement in all those areas, as only small percentages of respondents believed that compliance with specific aspects of program domains was very high.

Overall stakeholders' perceptions about program successes, challenges, and sustainability were not as positive as their perceptions regarding schools' and directorates' compliance with SDDP guidelines. Several stakeholders believed there was not enough support from the MoE and/or field directorates to encourage school autonomy and success in the long run. The most common criticism of the program pointed to the lack of MoE-lead coordination to ensure proper implementation. In addition to the lack of resources (grants and personnel), the government has been slow in updating directives and legislation that would facilitate the role of schools as units of change.

In sum, there was overall positive feedback about SDDP training. Nevertheless, there is a clear need to ensure more follow-up from program implementers and MoE staff, as this is an essential component of any successful training. Further, supervisor training needs to be more effective to increase mentoring skills. The separation of SDDP from the core PD programs is detrimental in the long run to really sustain and grow professional capacity. This particular element is likely to be an important aspect for SDDP sustainability, since it can support schools and field directorates in carrying out their mandates according to program specifications.

Finally, in order to help program implementers and the MoE expand and improve the SDDP, the research team identified a number of key issues that could enhance program implementation going forward:

Policy Implications

First of all, we can confirm that the SDDP has clearly achieved some important successes, e.g., the overall high quality of the SDDP itself, greater teacher-principal engagement, and communications with the community. At the same time, the MoE still has much to do to ensure full, high quality SDDP implementation and sustainability. We hope that our recommendations will assist the SDDP and the MoE in its efforts to revise the program according to stakeholders' needs and to develop the most efficient strategy for program expansion and further improvement.

A general, but essential recommendation is for SDDP to coordinate its activities with national and international organizations to maximize current efforts to improve quality of teaching and leadership in schools and directorates and to avoid duplicating efforts. To achieve that goal, it is essential to increase communication and organization within MoE departments and other institutions. In addition, the specific following options intend to contribute to the SDDP and the MOE in their efforts to revise the program according to stakeholders' needs and to develop the most efficient strategy for program expansion and further improvement:

1. To address the issue of low coaching/mentorship reported by teachers, the MoE would do well to coordinate its internal resources and funders´ efforts to help train supervisors to be more effective mentors, make regular visits to schools, and fulfill their SDDP mandate.

2. While not responsible for training teachers per se, the SDDP can assist schools in developing strategies to determine their training needs and to make specific requests to field directorates. Specific training directorates at the MoE might also collaborate with

field directorates and principals to better systematize training activities as well as provide onsite follow-up support for new teaching methodologies.

3. It is suggested that SDDP emphasize to principals and supervisors the importance of inclusion of students in the decision-making process in schools, since many of them might have constructive suggestions about the use of school resources and safety issues. Such information would be highly useful for principals and teachers. The MoE and directorates would also do well to ensure that schools possess the materials and technology needed to provide the best possible learning experience, and the training and materials to support them.

4. Increased parental involvement in schools is recommended through specific initiatives, such as:
    a. Legislation and/or policies that would allow councils to make financial contributions to school improvements, to take some of the burden off the Ministry. Policies should be accompanied by simplified procedures to allow for easy implementation; and
    b. More effective and widespread community and media outreach plans. Both of these are crucial for the long-term sustainability of the SDDP.

5. It is important that the SDDP emphasize the importance of addressing specific topics in school plans, such as gender issues and school leadership. As regards gender, EMIS data may be used to compare schools´ and field directorates´ current situation against the national strategy for gender mainstreaming and to help articulate the gender equity issues at the school level. To improve overall leadership in schools, it is recommended that the MoE advance on its efforts to complete the Comprehensive Leadership Program framework. The standards derived from the framework would guide the development of adequate training for principals and supervisors with varying levels of expertise. Special attention should be given to schools that scored low in gender and school leadership and to schools that performed poorly in documentation compliance. At the Field Directorate and MoE levels, it is important to ensure there is enough technical support for schools to develop and implement their plans as well.

6. Regarding the quality of SDDP training, the program would do well to develop a follow-up strategy to offer support for school principals and field directors after their training is complete. It could also consider increasing the time of training and ensuring all training participants receive training materials at the appropriate time. Moreover, SDDP should plan to train newly appointed principals and supervisors who did not have a chance to participate in training when it was first introduced. The MoE might consider providing incentives for SDDP training participants and to introduce a model for continuous training, mentoring, and onsite support in schools and field directorates to ensure program implementation. That model might be incorporated into the most recent version of SDDP materials that will be utilized during roll out of the program.

7. To ensure SDDP success and sustainability, it is recommended that the MoE communicate very clearly with all directorates the goals, objectives, and strategy for program implementation. In addition, it is recommended it takes concrete steps to accept the school as the vehicle for change by creating specific and clear operational policies. These should include accountability systems that will set transparent benchmarks, so that teachers, administrators, and MoE staff know what key success factors and measures are.

8. To ensure program sustainability, the MoE might plan to develop a strategic plan that ensures sufficient funding for school improvement plans and a system to encourage schools to achieve their own stated objectives. The MoE might also develop an incentive-based system that discourages the high rate of turnover at all levels of the MoE and field directorates -- and rewards those that achieve high standards of education.

9. It is recommended that the MoE create a transparent grant-disbursement system to address real school needs, combined with an accountability system to certify that MoE funds are spent appropriately and wisely. It would also do well to ensure that high-level program implementers at the MoE, directorates, and school levels are carefully monitoring the program to ensure that the SDDP is definitely and visibly implemented at the highest level.

APPENDIX 1

Total Number of Teachers and Supervisors Interviewed by Subject and Directorate

Directorates	No. of schools	No. of teachers	Supervisors by subject Science	Math	Arabic	Other	**total No. of Supervisors**
ALGEZEH	13	52	1	1	2	6	**10**
ALMOWAQAR	7	28	2	1	1	4	**8**
ALMAFRAQ	23	92	5	3	2	13	**23**
BADIA NORTH WEST	21	84	2	2	3	9	**16**
BADIA NORTH EAST	22	88	3	2	5	10	**20**
JERASH	24	96	5	2	3	19	**29**
SOUTH GHOUR	5	20	5	0	2	5	**12**
Total	**115**	**460**	**23**	**11**	**18**	**66**	**118**

Characteristics of Students by Grade and Directorates

	Directorates							
Grades	Algezeh	Almowaqar	Almafraq	Badia North West	Badia North East	Jerash	South Ghour	Total
1	0	0	1	6	3	3	0	13
2	0	3	6	14	8	1	0	32
3	1	6	9	8	7	6	0	37
4	8	9	15	9	9	14	0	64
5	6	6	15	11	16	12	0	66
6	8	3	21	18	17	12	3	82
7	0	3	15	15	18	14	5	70
8	20	3	30	26	21	36	10	146
9	32	11	33	30	36	49	12	203
10	29	10	28	33	27	49	9	185
11	12	9	34	19	36	18	6	134
12	0	0	0	0	0	3	0	3
TOTAL	**116**	**63**	**207**	**189**	**198**	**217**	**45**	**1035**