

TERMINAL EVALUATION REPORT

Project SAU10/90406

Capacity Development of Public Education Evaluation Indicators

Towards the Preparation of Saudi Youth for the Knowledge Based Society and Economy

Timeframe of the evaluation: 3.12.2019 – 31.1.2020

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Country of Evaluation: Saudi Arabia

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Name of organisation commissioning the evaluation: UNDP Saudi Arabia

2. Project and evaluation information details

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4. List of acronyms and abbreviations

EEC	Education Evaluation Commission
ETEC	Education and Training Evaluation Commission
HE	Higher Education
HEI	Higher Education Institution
KSA	Kingdom of Saudi Arabia
MoE	Ministry of Education
NQF	National Qualifications Framework
PEEC	Public Education Evaluation Commission
ToR	Terms of Reference
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Programme
SANQF	Saudi Arabia National Qualifications Framework

5. Executive summary

The Terminal Evaluation of the Project is undertaken by an external consultant at the end of the Project implementation. The Consultant has undertaken the terminal evaluation during the time period of 8.12. – 31.12.2019 with 18 days input, including a field mission on location in Riyadh. The aim with the terminal evaluation is to provide an independent evaluation of the full Project highlighting progress and results achieved and improvement needed. The purpose of the evaluation is to perform an assessment from technical and managerial viewpoints to understand to what extent the Project has successfully accomplished its objectives. The aim is to evaluate the outputs of the Project and the contribution to developing the capacities of the Commission to accomplish education evaluation in the Kingdom of Saudi Arabia.

The aim here is to describe the Project's achievements and challenges and to provide recommendations for possible future actions from an independent international perspective. The Project has been implemented during the time period of six years in May 2014 – December 2019. The original agreement was signed with the Public Education Evaluation Commission (PEEC) in 2014, and was complemented with the Project and Budget revisions signed in 2016, 2017 and 2018. During this time period, the Commission has undergone several organisational changes. The original agreement was signed with the Public Education Evaluation Commission (PEEC) in 2014, and the revisions with Education Evaluation Commission (EEC) in 2017, and with Education and Training Evaluation Commission (ETEC) in 2018. Several Directors have managed the Commission during the Project's implementation, which is reflected in changes of strategic priorities of the Commission. However, the Project and all the four components have been consistently developed throughout the Project's implementation period.

Overall, it is assessed that the Project has been relevant in supporting the capacity development of the Commission in Education and Training Evaluation. The relevance of the Project can be evidenced in the development of key elements of the education and training evaluation:

In Component 1, the institutional capabilities of the Commission has been enhanced to develop an education evaluation system with policies, regulations and evaluation models for the various elements of the education evaluation system, processes, programmes and practices. In Component 2, the terms of reference framework for national tests have been developed, whilst there is not reference to this development in the progress report of 2018. However, in this context it can be noted that Saudi Arabia

participated first time in PISA 2018¹ test among 79 other countries. In Component 3, curricula and content standards were developed f.ex. for the Arabic language, art education, computer and technology curriculum framework, English language, family and physical education, islamic studies, mathematics, science and social studies. In Component 4, media outreach programme has supported the Commission's portal content and social networking accounts.

Specific outputs developed by the Project are f.ex. frameworks drafted for rules, regulations, policies and procedures for the public education evaluation system. The education environment and community has been prepared for the education evaluation process. For example, the Project has developed frameworks schools evaluation, teachers' licensing system and national qualifications framework. The frameworks for national standards for the public education curricula has been developed with guiding documents and guidelines. The Commission's portal provides information about various initiatives in education evaluation. Social networking accounts have been developed to engage the education professionals and community into the development of education evaluation.

The independent evaluation, based on desk research of the project documentation and interviews held with key informants of the project providing insights from various elements and initiatives developed, assesses the project according to the DAC² criteria of relevance, effectiveness, efficiency, sustainability as well as cross-cutting issues of human rights and gender equality, in line with the ToR requirements. It can be assessed that the Project has been highly relevant to supporting the capacity of the Commission in education evaluation (overall estimation of 80% success). The Project has succeeded to support the capacities of the Commission to evaluate education and training in KSA with the support of international organisations and experts to aligning the national development with global education evaluation approach and practice.

It can be observed that while the frameworks for the different elements of education evaluation were developed, however, the practical implementation of the evaluations have met with challenges to some extent due to resistance by key implementing partners over the Project's implementation timeline. The effectiveness of the Project (overall estimation of 70% success) is evidenced in the progress and achievements of the different components and outputs of the Project. There has been challenges with the effectiveness, as some of the developed frameworks have needed a series of amendments in order to become officially approved frameworks with standards, indicators and procedures. The efficiency of the project can be assessed against the original timeline set for the Project's implementation 2014 – 2016. The Project is finally completed at the end of 2019 with extensions over the last three years. The organisational and strategic changes of the Commission have partly affected the efficiency of the Project implementation. It can be assessed that the focus has been rather on establishing the organisation of the education and training evaluation, but not the services provided to the beneficiaries (schools, teachers, learners, community, society). The efficiency of the Project's implementation (overall estimation of 50% success) is not sufficiently demonstrated. The sustainability of the Project is well

¹ The PISA assessment focuses on proficiency in reading, mathematics, science and an innovative domain (in 2018, the innovative domain was global competence), and on students' well-being.

https://www.oecd.org/pisa/publications/PISA2018_CN_SAU.pdf

² <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

demonstrated. It is likely that the Commission will continue serving the quality of education by developing the various elements of the education evaluation in terms of rules, regulations, policies and procedures of schools evaluation, teachers' professional licensing, curriculum development and national qualifications framework (overall estimation of 75% success). The cross-cutting issues are appropriately taken into consideration and there is a good gender balance f.ex. in the representation of women in the Project and the implementation of the various activities. In this regard, it's worth noting that the Early Childhood Education aims to employ around 18 000 professional female teachers.

It is observed that at the time of the Terminal Evaluation, it is understood that the Commission is undergoing an identification of priorities on the macro level lasting until the beginning of 2020. It is recommended that the Commission will continue to build on the outcomes achieved in the Project. At the final phase of the Project, there is a good opportunity to learn from the Project's experiences and challenges to build a new vision and structure for the Education and Training Evaluation comprising all education levels and sectors. In this context, the UNDP is recommended to support the Commission, based on the need for capacity building identified and expressed by the Commission, in ensuring the sustainability of the Project with international dimension.

The main observation of the terminal evaluation is that the main challenge is still achieving the policy and legal framework from the Government bodies to implement the developed outputs and outcomes in practice at school level, f.ex. school evaluation. It is understood that there is still some resistance among education policy-makers and the community of education professionals to the intervention of evaluating the quality performance of education and training. This is a global phenomenon related to establishing entities to evaluate education systems.

It is recommended that UNDP will continue supporting the Commission with capacity-building on management and leadership in education and training evaluation. It is suggested that the support of UNDP in terms of an international consultancy would be beneficial in validating the new priorities and planning the next steps in developing education and training evaluation in KSA. The Commission new strategic priorities in each evaluation element needs to be translated into vision, strategic outcomes, strategic initiatives (projects with outputs) and action plans with timeline. Similar international evaluation entities and experts can efficiently contribute to the success of the work. This work is suggested to start based on the priorities identified by the Commission.

It is further recommended to provide organisational management training to operationalise the Commission's new priorities and synergise the different departments, especially regarding the recent merges of the Commission including evaluation of general education, vocational education and training and higher education. The recommendation is to support the Commission to cooperate with similar entities internationally (f.ex. KARVI³ in Finland; benchmark in Annex 3) and facilitate capacity-building of staff with 'twinning', job shadowing etc. with colleagues in specific expert areas (curriculum development, school evaluation, teachers' professionalism, NQF etc.). Capacity building at all levels of the organisation is needed, management, technical staff, service staff to steer the work towards the new priorities of the Commission.

³ KARVI <https://karvi.fi/en/>

In the national context, the cooperation with key implementing partners is critical to ensure the success of the evaluation work. It is recommended to build stronger partnership cooperation and communication with the key partners (such as the Government, Board of Ministers, Ministry of Education, other Ministries, schools, other actors in evaluation in KSA, such as ADAA⁴ etc.). It is suggested that the Commission and its various evaluation elements agree with key implementing partners on the cooperation in a Memorandum of Understanding, which defines the area and objectives of cooperation, the roles and responsibilities, timeline and commitments to ensure the continuation of the developments. Cooperation with similar education evaluation entities internationally would further strengthen the organisational capacity to continue the work in partnership cooperation.

From the Project's technical point of view, it is observed that the Project has not completed all its outputs as originally planned. The aim here is to provide concrete recommendations regarding the Components to make the Project's outputs operational.

The recommendation is to continue the initiative of School Evaluation to implement the developed framework, the standard, indicators and procedures. The Government's policy decision (Board of Ministers) is needed to secure the continuity of school evaluation in KSA. It is suggested to continue the practical work of school evaluations (foreseen to start in autumn 2020) and engage education community (schools, education professionals and other community members) to cooperate in further developing the initiative of school evaluations according to the developed framework.

It is recommended to support the developed K-12 Teacher's Professional Licensing Framework to become operational. The initiative to link Teachers' Professional Development into the teachers' financial compensation is a good motivator to enter or upgrade Teaching Profession. It is understood that the framework has been approved with a Bylaw to start the practical implementation among the professional community of teachers. The developed framework with possibilities for upgrading of professional levels of teachers and increasing remuneration would greatly contribute to the quality of teaching and is likely to contribute to enhancing employment opportunities (also among women in early school years) in the education sector in the KSA.

The work of national tests is recommended to continue, as initiated by the Project. National tests are an integral part of assessing learning outcomes of the education to provide decision-makers and stakeholders a reliable measure at the national level, thus contributing to the improvement of quality of education. The results from international evaluations (such as PISA) can serve as a baseline benchmark and set the goals for the next years.

The recommendation is to the UNDP to continue the work on Curriculum standards and content with the support of international expertise. There is a need to expand the developed terms of reference and standards of Curricula to all levels in general education. In addition, the improved quality of teaching re-orient towards 21st century skills and Learning Outcomes reflecting the skills need of the knowledge-based economy in addition to the indicators already developed. The development of curriculum

⁴ <https://www.adaa.gov.sa/en/About%20Aadaa>

standards especially higher level (from K-12 upwards) need to reflect the skills and competences needed and employment opportunities available in the economy of the KSA.

It is recommended to continue the development of National Qualifications Framework in KSA (SANQF). The NQF framework is now developed at 10 levels. Educational Institutes are required to register their institutions as well as the qualifications/programs they are offering on a set of standards. There are two sets of standards: standards for institution, standards for the program. The evaluation system is ready for the schools and programs to register into the NQF system. The qualifications framework needs further development in formalising the structure in which learning level descriptors and qualifications are used in order to understand learning outcomes. It can be assessed that all work developed in the project; curriculum, teachers' licensing, school evaluation and curricula development need to be aligned with the developed SANQF. For example, the curricula need to specify the learning outcomes and level in SANQF.

Finally, it is recommended to support the visibility of UNDP Project and the developed outcomes through different media channels and target audiences with a consistent media plan. It is suggested to continue the work of media outreach to raise awareness of the developed outcomes e.g. curriculum development, school evaluation, teacher licensing, national qualifications framework. It is essential to raise awareness about the importance of evaluation of education and training to guarantee the quality of the education system, teaching and learning, acquiring the learning outcomes and skills in the framework of the Vision 2030. Cooperation with other international institutions, e.g. the World Bank is suggested to ensure coordination of international support (Paris Declaration, 2005).

6. Introduction and overview

This Terminal Evaluation assesses the Project *“Capacity Development of Public Education Evaluation Indicators – Towards the Preparation of Saudi Youth for the Knowledge Based Society and Economy”* (from hereon the Project), according to the Terms of Reference issued by UNDP and the Implementation Partner Education Evaluation and Training Commission ETEC⁵ (from hereon the Commission) implemented in the Kingdom of Saudi Arabia (Project document No. SAU10-90406).

The Project was launched in May 2014 and is planned to end in December 2019. The budget of the project was US\$ 9.9 million and the expenditure at the time of evaluation is US\$ 8.6 million. The original agreement was complemented with substantive Project and Budget revisions in 2015, 2016, 2017 and 2018. The project is implemented in the national context of Kingdom of Saudi Arabia (KSA) and its strategic framework of Saudi Vision 2030 (2016) and National Transformation Programme NTP 2020 (2016).

During the time of the Project implementation, the Commission has undergone several organisational changes. The original agreement was signed with the Public Education Evaluation Commission (PEEC) in 2014. In 2017, the Project and Budget Revision is signed with Education Evaluation Commission (EEC) and in 2018 with Education and Training Evaluation Commission (ETEC). Several Directors have managed the Commission during the Project’s implementation with new strategies.

The original Project document (May, 2014) defines the overall context of the intervention with the aim at improved knowledge-based equitable and sustainable development underpinned by innovation and improved infrastructure to develop and promote economic diversification with a focus on increased employment of nationals. At the time of signing the contract, the Commission was established as a new body, with financial and administrative independence, to build an education evaluation system to guarantee that the quality of educational practices, viewing the outputs thereof as a strategic indispensable option for outstanding and constructive education in the Kingdom of Saudi Arabia (KSA).

According to the international perspective, evaluation and assessment are instrumental in defining strategies for improving practices within school systems with the ultimate goal of enhancing student outcomes (OECD, 2013). The education evaluation developments are having a strong influence in the way in which policy makers monitor education system, school, school leader, teacher and student performance. Internationally, there is widespread recognition that evaluation and assessment arrangements are key to both improvement of quality and accountability in school systems. This is reflected in their increasing importance in national education agendas. As countries strive to transform

⁵ Education And Training Evaluation Commission (ETEC) is an autonomous commission with a legal personality, which is directly associated with the Prime Minister. The Council of Ministers issued Resolution No. 340 dated 23/10/1433H and Resolution No. 120 dated 22/04/1434H with regards to establishing and regulating the ETEC, which is a government entity with a financially and administratively autonomous legal personality. The ETEC is the regulating entity responsible for evaluating public and private education in the Kingdom. Accordingly, it shall be associated with the Prime Minister until the High Council of Education exercises its functions.

their educational systems to prepare all young people with the knowledge and skills needed to function in rapidly changing societies⁶ (OECD, 2013). The UNDP support to enhance the capability of the Commission to develop a public education evaluation policy and system took place at a time which saw similar developments also in many other countries.

The Project document (2014) determines the national context of the UNDP project to raise the quality and competence of public education and support the national economy and development by improving the outputs of education.

The objectives set for the Project in the agreement are:

1. Enhance the Commissions' technical and regulatory capabilities in managing the educational process in the Kingdom.
2. Develop a comprehensive assessment of the Commission's areas of work in terms of school performance, educational programmes, school accreditation, and programme accreditation.
3. Develop an action plan to assess and build a quality system and professional licensing system for workers in public and private education institutions and units.
4. Make and promote supportive systems for the management of qualifications to ensure the establishment of a national framework for qualifications that achieves effective linkage between the outputs of the educational system and the requirements of development and labour market.
5. Evaluate the educational outputs and propose a mechanism for reviewing them for the purpose of providing continuous evaluation of the efficiency of the public education system.
6. Support the Commission in the preparation of the strategic plan to evaluate the public and private education.

The specific initiatives to be targeted and developed in the Project document are:

- Component 1: Enhancement of institutional capabilities to support national policies targeting the quality of public education and development of a public education system.
- Component 2: Preparation of the terms of reference framework of national tests.
- Component 3: Development of the curricula and content standards for public education.
- Component 4: Media Outreach Programme.

The follow-up Project and Budget revisions dated December 2017 and 2018, state that the Commission is planning to implement three selected priority strategic initiatives:

- K12 Teacher and Education Professionals Licensing
- School Evaluation
- Data Analytics of Education and Training System
- Saudi Arabia Qualification Framework (SAQF)

⁶ OECD: Synergies for Better Learning: An International Perspective on Evaluation and Assessment, 2013.

Whilst there has been some strategic prioritisation of the initial objectives during the implementation, overall, the Project has continued implementing consistently the key areas of education evaluation.

7. Description of the intervention being evaluated

The evaluation of education is an essential process for the education development, as it constitutes a key drive in the Saudi Government's institutional work to improve the quality of education with all its elements and levels. The education system requires a high degree of transparency as well as an accurate scientific review for all aspects of the educational process. The Commission is a Government entity with a financially and administratively autonomous legal personality⁷ and a regulating entity responsible for evaluating public and private education to ensure the quality of education in the Kingdom. In this regard, the UNDP Project has supported the capacity development of the Commission to develop an education evaluation system, with standards and key indicators to measure performance efficiency at the education institutional and program levels.

The UNDP Project's terminal evaluation takes place at the end of 2019, at a time when there is an identification of priorities at macro level undergoing in the Commission. The timing for undertaking the terminal evaluation of the Project is not optimal for the Commission in terms of engaging the organisation and staff into a participative evaluation exercise during the re-organisation process. The terminal evaluation was conducted during a relatively short period of time when some of the initiatives have not been fully completed regarding the identification of priorities. However, with the support of UNDP and ETEC, the terminal evaluation has been undertaken based on available documentation and interviews regardless of the constraints.

The conceptual model used in the evaluation is broadly framed around the principles of Program Evaluation (Schalock: Outcome-based Evaluation, 2001; Shadish, Cook, Leviton: Foundations of Program Evaluation, Theories of Practice, 1991). The program evaluation model focuses on assessing and analysing the outcomes of the project from the organisational perspective, based on documentation review and individual perceptions and accounts of people engaged in the Project. The persons and organisations assisting in their data collection were agreed with UNDP and ETEC including the members of the Project. The main data collection methods are desk research and in-depth interviews and surveys conducted during the field mission complemented with Skype calls and e-mails after the mission.

The evaluability analysis is based on a formal procedure. The Project document, the Results and Resources Framework, the Intended outputs, the components and indicative activities are used as a basis for the evaluation. The aim of the terminal evaluation is to assess the progress and results achieved in the Project and its different intended outputs and components achieved up to today. The analysis aims to assess the achievements of the four components and the outputs supporting the capability of the Commission in sustaining education evaluation in the KSA. The evaluation results aim to ensure informed decisions on the future actions of the Project.

⁷ The Council of Ministers issued Resolution No. 340 dated 23/10/1433H and Resolution No. 120 dated 22/04/1434H

8. Evaluation scope and objectives

The scope of the evaluation is to perform a full assessment the UNDP Project “*Capacity Development of Public Education Evaluation Indicators – Towards the Preparation of Saudi Youth for the Knowledge Based Society and Economy*” implemented from 2014 to 2019. UNDP has initiated the evaluation as a mandatory exercise at the terminal phase of the implementation to provide all stakeholders with impartially derived firsthand information on the status of the project and its relevance and performance towards achieving the objectives as listed in the Project Documents. The primary objective is to evaluate the Project from the technical and managerial viewpoints to assess to what extent the Project has been accomplished so far and what are the recommendations for possible future actions. The Project’s achievements are assessed from both management and technical viewpoints.

The main questions of the terminal evaluation are formulated around the DAC⁸ criteria of relevance, effectiveness, efficiency, sustainability as well as cross-cutting issues of human rights and gender equality, in line with the ToR requirements. The intended Outputs of the Project under each of the four Components are assessed against the DAC criteria and key questions (Annex 2).

Component 1: Enhancement of institutional capabilities to support national policies targeting the quality of public education and development of a public education system.

- Output 1.1 Draft rules, regulations, policies and procedures for the public education evaluation system.
- Output 1.2 Preparation of the education environment and community for the evaluation process and to help achieve positive results.
- Output 1.3 Development of a licensing system for those practicing the education evaluation process for private institutions.

Component 2: Preparation of the terms of reference framework of national tests.

- Output 2.1 Development of standards and guidelines for national tests.

Component 3: Development of the curricula and content standards for public education.

- Output 3.1 Preparation of documents of national standards for the public education curricula.
- Output 3.2 Preparation of guiding documents and guidelines.

⁸ <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

Component 4: Media Outreach Programme.

- Output 4.1 Management of social networking accounts and portal content.

In addition to the original intended outputs of the project, the aim is to evaluate also the selected priority strategic initiatives (K12 Teacher and Education Professionals Licensing, School Evaluation, Data Analytics of Education and Training System, Saudi Arabia National Qualifications Framework) as per the Substantive Project and Budget revisions.

9. Evaluation approach and methods

The conceptual model of Program Evaluation applied in the evaluation aims to assess and analyse the outcomes of the Project from the organisational perspective. The main data collection methods used were desk research of Project documentation and in-depth interviews and surveys conducted during the field mission. The basic assumption in the evaluation was that people, who have direct experience of working in different component activities will share their insights and observations about the Project and the implementation of the activities and the outputs so far. The persons and organisations, who assisted in data collection were agreed with UNDP and ETEC. All interviews will be undertaken in full confidence and anonymity according to the ethical principles of research in social sciences.

In addition, an evaluation matrix and survey questionnaire was developed with the purpose of collecting data from evaluation research participants. The scaling was added to the questionnaire to use as a survey to collect information from stakeholders not met in direct interviews during the field mission. Cross-cutting issues, such as gender, were included into the questionnaire questions of relevance in the evaluation.

The Terminal Evaluation was started on 6th Dec 2019. The Consultant met the Management of UNDP and the Commission on the first day of the field visit mission on 10th December 2019 in a briefing meeting to set the objectives and expectations for the final evaluation. The meetings and interviews with key beneficiaries and stakeholders were organised during the field visit. The de-briefing will be organised on 19th December 2019 in UNDP. The final reporting was completed by 30 December 2019.

The Project evaluation has been implemented in four phases:

- Phase I - Desk Review of Relevant Documentation
- PHASE II - Field Visit Interviews with the Project Partners and Stakeholders
- PHASE III - Review and Analysis of Findings
- PHASE IV - Final Reporting

Phase I - Desk Review of Relevant Documentation - Inception

Data collection and review of relevant documentation has been undertaken throughout the terminal evaluation exercise. The key documents reviewed and assessed were the Project document, Substantive Project and Budget revisions, annual workplans, progress reports, highlights of the Project Board Meetings, technical and financial monitoring reports and other reference material, such as developed and published frameworks received from the ETEC partners. The Progress reports supported to assess to what extent the four Components and the Outputs were developed: what were the successful accomplishments, what were the challenges and what were the deviations from the original intended outcomes.

PHASE II - Field Visit Interviews with the Project Partners and Stakeholders

The Consultant started the field visit with briefings and interviews with UNDP and ETEC management and technical partners. During the field mission, the Consultant was based in the ETEC Al Nada office to accommodate the interviews. The aim of the field visit interviews was to engage key informants, both men and women, beneficiaries and stakeholders in the discussion about the activities undertaken in each of the project components.

The evaluation methodology followed a participatory approach to discuss in free atmosphere of the Project and its outcomes, emphasising that the evaluation is not an audit, but rather an exploration to the project actions. The interviews followed the same pattern first introducing the participants, stating the purpose of the interview. The anonymity of the discussion and not assigning any specific comments to individuals were highlighted.

During the discussion, the interviewees explained what activities had been undertaken in the component, what progress was achieved and what were the challenges. The interviews concluded in the assessment of the current situation and the plans to work forward. The semi-structured survey questionnaire was used to discuss the questions of relevance, effectiveness, efficiency and sustainability. The interviewer asked for any key tangible outputs of the project, such as publications, reports etc. to be added to the list of references. During the in-depth interviews, the consultant took notes on the answers and points raised by the interviewees. After the interview, the notes were summarised under each component for data analysis.

PHASE III - Review and Analysis of Findings

The Consultant used different methods of analysis, e.g. content analysis, triangulation of the various sources, to ensure maximum validity, reliability and quality of data collected and to promote the usability of the evaluation results. The evaluation and analysis employed mainly qualitative evaluation methods and instruments.

PHASE IV - Final Reporting

The evaluation products (deliverables) include an inception report and final evaluation report and a executive summary presenting the findings of the evaluation and recommendations for possible future actions. The aim with the final reporting and the evaluation findings is to support the UNDP and ETEC in their decisions on supporting the sustainability of the Project. Concrete, practical recommendations are provided when possible regarding the possible future actions.

The consultant will present three hard copies of the report and an electronic copy. The draft final report was discussed in the de-briefing meeting with UNDP on 19 December 2019. The final report revised according to the UNDP feedback is submitted on 26 December 2019.

10. Data analysis

The data analysis section presents the findings from the desk review and the field mission interviews under each component and output.

Output 1.1 – Drafting rules, regulations, policies and procedures for the public education evaluation system

In the Output, the Project document (2014) sets the aim is to create a comprehensive national terms of reference to evaluation public education in KSA. The framework will include the the policies, regulations, evaluation models for the various elements of the system, education and educational process, including programmes and practices. It will also include a comprehensive storage and analysis of the system data and issue the national reports and how to benefit from them to develop public education and improve its practices in order to achieve the maximum objective behind the establishment of the Commission, namely to raise the quality of the outputs of public education and ensure its key participation in the development of the national economy.

In the terminal evaluation, the data collection from both desk research and interviews reveal that THE institutional capabilities of the Commission has been enhanced to develop an education evaluation system with policies, regulations and evaluation models for the various elements of the education evaluation system, processes, programmes and practices. The development of national terms of reference framework was started in the Project and review by international and Saudi competent external reviewers in 2015 – 2016. Capacity-building workshops were organised to the Project partners

and stakeholders. For example, private schools (1,136) were evaluated with piloting according the developed framework. However, the Project has not succeeded to continue the implementation due to some resistance by the key implementation partners. However, in 2017 the Project started to reframe the national terms of reference framework. In 2018, 711 schools were evaluated at four levels of categories in selected schools and cities on request by the Government. The capabilities of the Commission and the education professionals were supported and school evaluation tools were developed for a new start. The school evaluation framework aims appropriately to assess four key dimensions of quality in schools: Leadership, Environment, Learning and Teaching and Student's Achievements. The school evaluation model is modern and based on the self-evaluation system, where schools are active in assessing and evidencing their own quality. The tools have been developed for the schools to support improve their quality and the portal is ready for the schools to use. It is estimated to take up to four months to finish the framework and the standards and tools and to have the external evaluation by experts. The school evaluation work has been supported with internationals f.ex. from Poland, Scotland, Australia and Finland. It is understood that the Board of Ministers support the national school evaluation framework and the practical implementation can start in autumn 2020.

The recommendation is to continue the initiative of School Evaluation to implement the developed framework, the standard, indicators and procedures. The Government's policy decision (Board of Ministers) is needed to secure the continuity of school evaluation in KSA. It is suggested to continue the practical work of school evaluations (foreseen to start in autumn 2020) and engage education community (schools, education professionals and other community members) to cooperate in further developing the initiative of school evaluations according to the developed framework.

Output 1.2. – Preparation of the education environment and community for the evaluation process, and the smooth introduction thereof to help achieve positive results

In Output 1.2, the Project document (2014) states that the implementation and application of public evaluation programmes and plans require comprehensive awareness of all people involved in the education system, specialists, parents and the relative sectors (Government and private), in addition to the preparation of the schools in a scientific manner to ensure the success of the evaluation process. The process must be adopted by everyone in order to achieve its development goals. Therefore, outreach programmes and plans shall be developed before the implementation of the evaluation process.

At the time of the terminal evaluation, the School evaluation program has been developed with framework and criteria for evaluating school performance, as explained above, in cooperation with the education environment and community. The capabilities of the Commission and the education professionals have been supported to undertake school evaluations with the tools developed by the end of 2019. The work is continued with the internal development of the Framework by the Science Commission and verification by external evaluations. The School Evaluation Framework (not officially approved) is available in Arabic language in the Commission.

In the next steps, there is a need to support the school evaluation work and align the development with other education evaluation initiatives, e.g. SANQF. Expert advisors, both national and international, are suggested to support in steering the development towards the new priorities. The school evaluation system and portal is ready for schools to use. To conclude, the development of Component 1, output 1.1 has progressed well, but delayed. Nevertheless, the capabilities of the Commission and the education professionals in the country have been supported appropriately in the Project, e.g. hundreds of schools, education professionals and teachers have been engaged to raise awareness of the importance of quality in education with the framework standards and processes.

The recommendation is to continue the initiative of School Evaluation to implement the developed framework, the standard, indicators and procedures. The Government's policy decision (Board of Ministers) is needed to secure the continuity of school evaluation in KSA. It is suggested to continue the practical work of school evaluations (foreseen to start in autumn 2020) and engage education community (schools, education professionals and other community members) to cooperate in further developing the initiative of school evaluations according to the developed framework.

Output 1.3 – Development of licensing system for those participating in the education evaluation process

In Output 1.3, the Project document (2014) notes that the Statute of the Commission issued by the Council of Ministers under the Resolution No. 120 on 22/04/1434 AH provides that the Commission is allowed to carry out evaluation work either by itself or in partnership with other competent bodies specialised in evaluation. The public education evaluation is a relatively new process in the KSA and it depends on unorganised experiments and individual efforts. The Commission adopts strategies, including the introduction of the industry of evaluation and education in a scientific and methodological way, which will ensure its sustainability and continuous development. In the view of the above, the Commission has included within its plans and programmes a programme to qualify private institutions and license them to practice education evaluation after verifying their readiness and that they have met all the licensing requirements set by the Commission.

The data collection of the terminal evaluation shows that Teacher licensing standards for K-12 (public and private) have been developed in the Project. The work started with planning of the licensing system, piloting, training of the operations, standards for operational procedures and building the capacity of the professionals. The terms of reference for Teacher licensing and certification is developed with four dimensions: Professional testing, Performance assessment, Professional development and Portfolio. The standards of Teacher Professionalism are on three levels: Practitioner, Advanced and Expert. The remuneration is planned according to the different professional levels. The Teacher licensing model and the portal has been tested with voluntary teaching professionals in both pre-service and in-service training. Teachers can apply for the licensing through a digital portal. The Commission and the MoE have agreed on Teachers' Professional Development and Licensing. The role of the Commission is measuring the standards and validity of the tools. The Project activities in Output 1.3 have been supported by international experts f.ex. from Australia, the U.S, the UEA and Singapore. Policy and Regulation for supporting licensing of professionals in education is established with a by-law in 2019. Some

amendments have been made due to teachers' request. There are around 550 000 teachers, both men and women in the country, that the initiative will affect. The sector of Early Childhood Learning is employing mainly female teachers (total 18 000).

It is recommended to support the developed K-12 Teacher's Professional Licensing Framework to become operational. The initiative to link Teachers's Professional Development into the teachers' financial compensation is a good motivator to enter or upgrade Teaching Profession. It is understood that the framework has been approved with a Bylaw to start the practical implementation among the professional community of teachers. The developed framework with possibilities for upgrading of professional levels of teachers and increasing remuneration would greatly contribute to the quality of teaching and is likely to contribute to enhancing employment opportunities (also among women in early school years) in the education sector in the KSA.

Output 2.1: Development of standards and guidelines for national tests

In Output 2.1, the Project document (2014) sets the aim to develop a national terms of reference framework to develop and apply national tests. The framework will include the general policies, regulations, and executive plans for the development and application of tests and analysis of their results, and also for the issuance of national reports and guidelines to benefit from the results of these national tests.

The desk research unfolds that the national framework for national tests were developed and approved by the National Assessment Steering Committee and external reviewers in the project. The progress report of 2015 indicates that national tests were developed e.g. in Maths, Science, Arabic language. Supporting guidelines developed in form of operational manuals for schools. The validation of the national tests were done by a panel of subject experts. A hotline was organised to answer education community members' inquiries. Reporting about the findings was delivered to the Ministry of Education and schools. Teacher training was organised in the assessment of national tests. A public awareness campaign was launched through a short film. Whilst since 2017 there are not tracks in the Project reports regarding the work on national tests, there is evidence that the initiative is progressing. The website advocates that the Commission has launched national tests to provide decision-makers and stakeholders for an honest and reliable measure of the level of mastery of students at the national level with the necessary skills and knowledge, thus contributing to the improvement of educational outcomes. Saudi Arabia participated in the PISA assessment in 2018.

The work of national tests is recommended to continue, as initiated by the Project. National tests are an integral part of assessing learning outcomes of the education to provide decision-makers and stakeholders a reliable measure at the national level, thus contributing to the improvement of quality of education. The results from international evaluations (such as PISA) can serve as a baseline benchmark and set the goals for the next years.

Output 3.1 Preparation of the documents of national standards for the public education curricula

The Project document (2014) defines the aim to set the general policies and frameworks, which include national academic and educational approaches that direct and control the development of curricula and criteria thereof, as well as what students in public education should learn and be capable of doing after they go through the experience of public education. It also includes specifications of all that can help the learner to acquire knowledge and the tools of producing it, such as the skills of thinking and application. In addition to the above, these programmes aim to connect the components of the educational process into a single development implementation and evaluation framework, which ensures full integration and coordination to achieve the maximum goals of public education.

The data collected in the terminal evaluation shows that the national document with the frameworks' components for curricula development has been developed. Training and workshops have been developed for curricula content and training materials in workshops with education academics and professionals. The work has included collection of work-wide good practices on curricula development (Finland, Australia, U.S., U.K., Singapore, Malaysia) to support capacity building from the start of the project. Australian expertise Australian curriculum authority, The outcome of the activities in curricula development curriculum standard and content developed in different subjects areas. With the modern approach, the curriculum standards support alignment of different subject areas according to the phenomenological approach and connections between different subject areas (general standards, specialised standards). Concrete outputs are e.g. curriculum developed for 10th grade within a framework of phenomenon-based 21st century skills, a wide cadre of education professionals trained to create curriculum and multiply the capacities in curriculum development among the education professionals in KSA. Up to present, around 400 people have been trained in curriculum standards and content performance regionally. A wide community has been engaged in the development, e.g. 100 000 responds to a survey on curriculum development and scientific teams to support and validate the curriculum development in each subject area.

The recommendation is to the UNDP to continue the work on Curriculum standards and content with the support of international expertise. There is a need to expand the developed terms of reference and standards of Curricula to all levels in general education. In addition, the improved quality of teaching re-orient towards 21st century skills and Learning Outcomes reflecting the skills need of the knowledge-based economy in addition to the indicators already developed. The development of curriculum standards especially higher level (from K-12 upwards) need to reflect the skills and competences needed and employment opportunities available in the economy of the KSA.

Output 3.2. Preparation of guiding documents and guidelines

The Project document defines preparation of a programme that helps to prepare guides for teachers, students, parents and society, guides for authors and guides and awareness publications for educational institutions and labour market. This is in addition to publishing of documents and guides on the Commission's portal and development of an electronic system for document keeping and easy reference.

The Project has developed a National Framework in Curriculum and is available in publication (also in English). Curriculum standards and content e.g. in English language is available. The Project has appropriately developed guiding documents and guidelines for the national, regional and international workshops organised in Curriculum development in the Project. The needs of labour market and the 21st skills are suggested to emphasise in the capacity-building on standards and content of curriculum development.

It is recommended to continue the development of National Qualifications Framework in KSA (SANQF). The national framework is developed at 10 qualifications levels. Educational Institutes are required to register their institutions as well as the qualifications/programs they are offering on a set of standards. There are two sets of standards: standards for institution, standards for the program. The evaluation system is ready for the schools and programs to register into the NQF system. The qualifications framework needs further development in formalising the structure in which learning level descriptors and qualifications are used in order to understand learning outcomes. It can be assessed that all work developed in the project; curriculum, teachers' licensing, school evaluation and curricula development need to be aligned with the developed SANQF. For example, the curricula need to specify the learning outcomes and level within the SANQF framework.

Output 4.1. Management of social networking accounts and portal content

The project document notes the aim to explain formal, social, cultural, intellectual and field frames, tasks and public relations realms of the Commission. It also aims to create a positive image of the Commission and its tasks, activities and achievements. This is in addition to achieving the highest level of media outreach regarding the Commission's message and various events and activities in all means of media. Moreover, it aims to form trusted news sources for target audience, and which reduce the impact of the other dangerous sources and eliminates any wrong information or prejudiced rumour. Further, it aims to unify the source for the recipient target audience through various communication channels specified in the media plan.

The data collection indicates the Project has developed media outreach in terms of social networks and accounts, portal content, educational press releases and visual content. Social media has been used in media outreach campaigns, e.g. Twitter, YouTube, Facebook. The Commission identity has been developed and the website is accessible for the public. However, development of a comprehensive media outreach strategic plan is not clearly reported in the Project. The reporting from 2018 states that there is need for more awareness raising and dissemination about education evaluation developments. There is a need to have wider communication channels and targeted audiences.

It is recommended to support the visibility of UNDP Project and the developed outcomes through different media channels and target audiences with a consistent media plan. It is suggested to continue the work of media outreach to raise awareness of the developed outcomes e.g. curriculum development, school evaluation, teacher licensing, national qualifications framework. It is essential to raise awareness

about the importance of evaluation of education and training to guarantee the quality of the education system, teaching and learning, acquiring the learning outcomes and skills in the framework of the Vision 2030.

11. Findings and conclusions

The Terminal Evaluation of the Project is undertaken by an external consultant at the end of the Project implementation. The aim is to provide an independent evaluation of the full Project highlighting both good progress and results achieved as well as improvement needed. The purpose of the evaluation is to perform an in-depth assessment from technical and managerial viewpoints to understand to what extent the project has successfully accomplished its objectives. The aim is to provide a picture of the Project's achievement and challenges and to provide recommendations from an independent international perspective of possibilities for future actions.

The Project has been implemented during the time period of six years in 2014 – 2019. The original agreement was signed with the Public Education Evaluation Commission (PEEC) in 2014, complemented with the Project and Budget revisions dated in 2016, 2017 and 2018. During this time period, the Commission has undergone several organisational changes. The original UNDP agreement was signed with the Public Education Evaluation Commission (PEEC) in 2014, and the revisions with Education Evaluation Commission (EEC) in 2017, and with Education and Training Evaluation Commission (ETEC) in 2018. Several Directors have managed the Commission during the Project's implementation reflected in new strategic priorities developed under the Project. The decision of bringing all the education and training levels under one entity of the Commission is a great achievement to support coherency and consistency of different elements and initiatives in education and training evaluation.

Overall, it can be argued that the Project has been relevant in supporting the capacity development of the Commission in Education and Training Evaluation. The relevance of the Project can be evidenced in the development of various elements of the education evaluation system, e.g. School evaluation, Teacher Licensing, National Testing, Curricula development, National Qualifications Framework etc. The effectiveness of the Project is evidenced with achievements in the different elements of the system and components of the Project. National reference frameworks with policies and standards have been developed for the key components of the Project. The Project activities have also supported capacity building of the education environment and community. The engagement of education specialist from both national and international academics and specialists have contributed to the achievements in the capacity building of the Project.

However, the Project has encountered also challenges. The main challenge in the efficiency of implementation and achievement of the set objectives and outcomes is the resistance of Government's, key implementation partners' or education community's approval (by-law, rule, regulation etc) of the developed frameworks under some of the key areas. The components have been consistently developed, but as a result of organisational and strategic changes, and the follow-up Project revisions, also new initiatives have been included into the Project. The focus has been rather on establishing the organisation of the Commission, but not the services provided to the beneficiaries (learners, community,

society). Also, some resistance to change in education evaluation both at policy level and among the education practitioners have been reported during the evaluation. The resistance to education and training evaluation is a global phenomenon and a challenge in many countries, which are establishing evaluation entities and systems in education. However, the Project has contributed to supporting the education and training capacities in KSA into global education evaluation trends in collaboration with international organisations and expertise.

At the time of the Terminal Evaluation, the Commission is undergoing identification of priorities on the macro level lasting until the beginning of 2020. The Commission has benefited greatly from the capacity development, both national and international, during the Project’s implementation. The next step is to learn from the Project’s previous achievements and challenges and build a new vision and strategy for the Education Evaluation comprising all education evaluation elements at all levels of education. The UNDP is recommended to support the Commission, based on the need for capacity building identified and expressed by the Commission, to support the sustainability of the Project’s outcomes. The following graph aims to illustrate the learning curve, which is observed in the development of the different component outputs during the full implementation time of six years of the Project.



Source: Xavier Martin VFX

12. Recommendations

It is recommended that UNDP will continue supporting the Commission with capacity-building on management and leadership in education and training evaluation. It is suggested that the support of UNDP in terms of an international consultancy would be beneficial in validating the new priorities and planning the next steps in developing education and training evaluation in KSA. The Commission new strategic priorities in each evaluation element needs to be translated into vision, strategic outcomes, strategic initiatives (projects with outputs) and action plans with timeline. Similar international evaluation entities and experts can efficiently contribute to the success of the work. This work is suggested to start based on the priorities identified by the Commission.

It is further recommended to provide organisational management training to operationalise the Commission's new priorities and synergise the different departments, including evaluation of general education, vocational education and training and higher education. The recommendation is to support the Commission to cooperate with similar international evaluation entities and facilitate capacity-building of staff with international "twinning", job shadowing etc. with colleagues in specific expert areas (curriculum development, school evaluation, teachers' professionalism, NQF etc.). Capacity building at all levels of the organisation is needed, management, technical staff, service staff to steer the work towards the vision and new priorities of the Commission.

It is recommended to build stronger partnership cooperation and communication with the key partners (such as the Government, Board of Ministers, Ministry of Education, other Ministries, schools, other actors in evaluation in KSA, such as ADAA⁹ etc.). It is suggested that the Commission and its various evaluation elements agree with key implementing partners on the cooperation in a Memorandum of Understanding, which defines the area and objectives of cooperation, the roles and responsibilities, timeline and commitments to ensure the continuation of the developments. Cooperation with similar education evaluation entities internationally would further strengthen the organisational capacity to continue the work in partnership cooperation.

From the Project's technical point of view, it is recommended to continue the initiative of School Evaluation to implement the developed framework, the standard, indicators and procedures. The Government's policy decision (Board of Ministers) is needed to secure the continuity of school evaluation in KSA. It is suggested to continue the practical work of school evaluations (foreseen to start in autumn 2020) and engage education community (schools, education professionals and other community members) to cooperate in further developing the initiative of school evaluations according to the developed framework.

It is recommended to support the developed K-12 Teacher's Professional Licensing Framework to become operational. The initiative to link Teachers' Professional Development into the teachers' financial compensation is a good motivator to enter or upgrade Teaching Profession. It is understood that the framework has been approved with a Bylaw to start the practical implementation among the professional community of teachers. The developed framework with possibilities for upgrading of professional levels of teachers and increasing remuneration would greatly contribute to the quality of teaching and is likely to contribute to enhancing employment opportunities (also among women in early school years) in the education sector in the KSA.

The work of national tests is recommended to continue, as initiated by the Project. National tests are an integral part of assessing learning outcomes of the education to provide decision-makers and stakeholders a reliable measure at the national level, thus contributing to the improvement of quality of education. The results from international evaluations (such as PISA) can serve as a baseline benchmark and set the goals for the next years.

⁹ <https://www.adaa.gov.sa/en/About%20Adaa>

It is recommended to continue the work on Curriculum standards and content with the support of international expertise. There is a need to expand the developed terms of reference and standards of Curricula to all levels in general education. In addition, the improved quality of teaching re-orient towards 21st century skills and Learning Outcomes reflecting the skills need of the knowledge-based economy, in addition to the indicators already developed. The development of curriculum standards especially higher level (from K-12 upwards) need to reflect the skills and competences needed in the labour market and employment opportunities available in the economy of the KSA.

It is recommended to continue the development of National Qualifications Framework in KSA (SANQF). The NQF framework is now developed at 10 levels. Educational Institutes are required to register their institutions as well as the qualifications/programs they are offering on a set of standards. There are two sets of standards: standards for institution, standards for the program. The evaluation system is ready for the schools and programs to register into the NQF system. The qualifications framework needs further development in formalising the structure in which learning level descriptors and qualifications are used in order to understand learning outcomes. It can be assessed that all work developed in the project; curriculum, teachers' licensing, school evaluation and curricula development need to be aligned with the developed SANQF. For example, the curricula need to specify the learning outcomes and level in SANQF.

It is recommended to support the visibility of UNDP Project and the developed outcomes through different media channels and target audiences with a consistent media plan. It is suggested to continue the work of media outreach to raise awareness of the developed outcomes e.g. curriculum development, school evaluation, teacher licensing, national qualifications framework. It is essential to raise awareness about the importance of evaluation of education and training to guarantee the quality of the education system, teaching and learning, acquiring the learning outcomes and skills in the framework of the Vision 2030.

Cooperation with other international institutions, e.g. the World Bank is suggested to ensure coordination of international support (Paris Declaration, 2005).

13. Lessons learned

The terminal evaluation was conducted during a relatively short time period in December 2019. At the time of the evaluation, the Commission's organisational restructuring and priorities' identification was going on at the macro level, so it is obvious that staff members found it challenging to participate in the evaluation interviews. Furthermore, due to the relatively long timespan of the project (2014 – 2019) and the many organisational and staff changes, it was not possible to find people with organisational memory to provide insights from the early phase and the evolvement of priorities of the project.

The Project document from 2014 was slightly vague at parts; it could be observed that the education and training evaluation system was at the early phase, but has evolved during the Project's lifetime. The data reported and available in the project documentation was sufficient, but not informative about the various project developments, e.g. argumentation for the substantive project and budget revisions. It is a weakness that the interviews with external partners, such as the Ministry of Education, could not be included into the evaluation interviews, despite several inquiries.

However, the terminal evaluation has been conducted with great support of UNDP and the Commission management, based on available documentation and availability of people to participate in the interviews.

14. Annexes

Annex 1: The schedule of milestones and deliverables

Deliverables/Outputs	# Working Days	Due Date
Preparation for evaluation, desk reviews, review of documents and inception	3 days	10 December 2019
Field missions including, briefing, field visits, interviews, submission of outline on main findings and debriefing session	10 days	24 December 2019
Delivering the final report	5 days	31 December 2019

Annex 2 Criteria, guiding interview and survey questions and scoring

THE RELEVANCE OF THE PROJECT	Assessment in scale from 5 - 1 Score 5 best Score 1 lowest
<ul style="list-style-type: none"> – To what extent the original objectives of the Project in the area of your responsibility were met? – The what extent the Project produced outcomes supporting education evaluation in Saudi Arabia? – To what extent the Project reinforced the capacities and international scope of ETEC? – To what extent the Project contributed to the national strategies of Saudi Arabia, the SDGs, the cross-cutting UNDP priorities of human rights, gender etc. – What were the best achievements of the Project in your area of responsibility? (Please answer on the line) <hr/> <ul style="list-style-type: none"> – Are there any objectives initially intended, but not achieved? (Please answer on 	

<p>the line)</p> <hr/>	
<p>THE EFFECTIVENESS OF THE PROJECT</p>	<p>Score 5 (best) – 1 (lowest)</p>
<ul style="list-style-type: none"> – To what extent the Project implemented its objectives effectively in your area of responsibility? – To what extent the Project’s outputs were achieved? – To what extent the Project Management supported in achieving the objectives? – To what extent the stakeholders have been involved in the Project’s activities? <ul style="list-style-type: none"> – What factors have contributed to effectiveness of the Project in your area of responsibility? (Please answer on the line) <hr/> <ul style="list-style-type: none"> – What factors have contributed to ineffectiveness of the Project? (Please answer on the line) <hr/>	
<p>THE EFFICIENCY OF THE PROJECT</p>	<p>Score 5 (best) – 1 (lowest)</p>
<ul style="list-style-type: none"> – To what extent the human and financial resources have been used efficiently? – Have the resources been allocated right to achieve the results? 	

<ul style="list-style-type: none"> – Has the management structure been appropriate to generate the results? – What aspects of the Project’s implementation have been effective? (Please answer on the line) <hr/> – What aspects of the Project’s implementation have not been sufficiently effective? (Please answer on the line) <hr/> 	
<p>THE SUSTAINABILITY OF THE PROJECT</p>	<p>Score 5 (best) – 1 (lowest)</p>
<ul style="list-style-type: none"> – To what extent the education evaluation system (in your area of responsibility) of ETEC is established and will continue its operations? – To what extent the work in your area of work will be continued in partnership with stakeholders (f.ex. Ministry of Education)? – To what extent the work in your area of responsibility will continue to support education evaluation in Saudi Arabia, after the end of the UNDP Project. – What are the risks in your area of responsibility not to continue and sustain the work? <hr/> – What is the need in your area of responsibility to continue and sustain the Project? <hr/> 	

Annex 2 Mission meetings and interviews

Department	Date	Time	Contact Person	Email	Phone	ETEC Office
UNDP Committee	Tuesday 10 Dec.	11:00am	1			Al Nakheel
Curriculum Standards	Tuesday 10 Dec.	12:30pm	2			Al Nada
Project Managemt Office	Wednesda y 11 Dec.	9:00am	3			Al Nada
Training Deptm	Wednesda y 11 Dec	11:00am	4			Al Nada
Saudi Arabia Qualification Framework (SAQF)	Thursday 12 Dec.	13:00 pm	5			Al Nada
School evaluation	Monday 16 Dec	9:00	6			Al Nada
Teacher Licensing	Tue 17 Dec	12:15	7			Al Nakheel

Annex 3: Benchmark of Evaluation Plan for 2016 – 2019 from the Finnish Education Evaluation Center, KARVI

www.karvi.fi/en/

Evaluation Plan for 2016 – 2019

1. Legal framework for the work
2. A plan for evaluation
 - Reviewing the evaluation plan and time period
3. Evalution Partnership Framework Contracts with key stakeholder entities
and Memorandum for cooperation

4. Cooperation with other Evaluation actors in Education
5. Evaluation in International cooperation
6. Education sectors and priority initiatives
 - a. Higher Education
 - b. Vocational Education and Training
 - c. General Education
7. Thematic areas of priority
8. Development of Education Evaluation and measuring impact