



# **The Kingdom of Saudi Arabia**

## **Public Education Evaluation Commission (PEEC)**

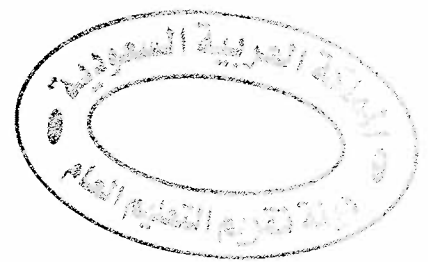
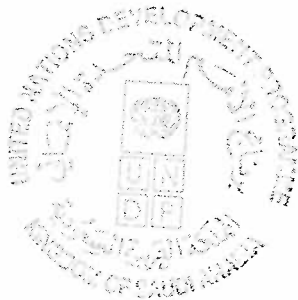
### **And**

## **United Nations Development Programme (UNDP)**

**Capacity Development of Public Education Evaluation Indicators  
Towards the Preparation of Saudi Youth for the Knowledge Based  
Society and Economy**

**Project document**  
Document No. (SAU10-90406)

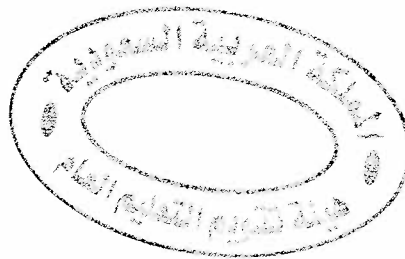
May, 2014





## Table of Contents

<b>Section 1 - Situation Analysis.....</b>	<b>3</b>
1-1 Current Situation: Overview.....	3
1- 2 Evaluation and Indicators.....	5
<b>Section 2 - Strategy.....</b>	<b>5</b>
2-1 Communication with Current Initiatives.....	5
2-2 Key Objectives of the Programme.....	6
<b>Section 3 - Results and Resources Framework - Annual Action Plan (2014-2016) .....</b>	<b>7</b>
<b>Section 4 - Annual Work Plan.....</b>	<b>16</b>
<b>Section 5 - Management Arrangements.....</b>	<b>18</b>
5-1 Institutional Arrangements.....	18
5-2 Implementation Plan.....	21
<b>Section 6 - Monitoring Framework and Evaluation.....</b>	<b>22</b>
<b>Section 7 - Legal Context.....</b>	<b>22</b>
<b>Section 8 – Risk Management and Mitigation Strategy.....</b>	<b>23</b>
<b>Section 9 - Quality Management and Project Activity Results.....</b>	<b>24</b>
<b>Signature Page.....</b>	<b>26</b>
<b>Annex 1 - Components, Outputs and Activities.....</b>	<b>26</b>
<b>Annex 2 - Tasks and Functions of Committees - Experts.....</b>	<b>30</b>
<b>Annex 3 - Functional Tasks .....</b>	<b>30</b>
<b>Annex 4 – Project’s Payments Schedule.....</b>	<b>31</b>





## Section 1- Analysis of the Current Situation

### 1-1 Current Situation: Overview

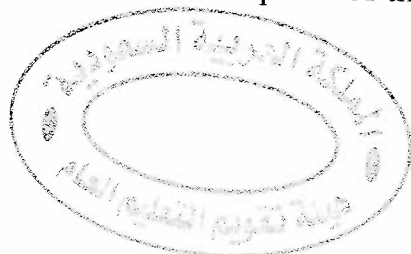
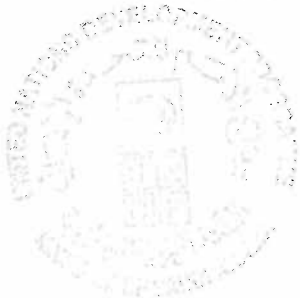
The evaluation of public education is an essential process for the educational development, as it constitutes a key element in the government's institutional work to improve public education with all its elements and levels. The systematic evaluation depends of an organized and independent statistical and analytical extrapolation of the educational efforts, as well as deduction of evidence and indicators to reach specific recommendations to guide the development efforts and the process of making sound decisions on them. For the best practice of public education evaluation, the evaluation process is based on regulatory and procedural legislation and mechanisms that guarantee for those in charge of public education institutions a positive interaction with the wise requirements to support the national economy and development under the general policy of the Kingdom.

In fact, the Kingdom is witnessing a steady development at various levels of economic and social development, with a clear progress in the fields of economic base diversification and infrastructure development. In this regard, the Kingdom lends great importance to the need to develop public education, which represents a major target for the Ninth Five-Year Development Plan of the Kingdom (2010-2014). In this sense, the current initiative of public education evaluation comes in line with the Ninth Development Plan.

The Saudi government has perceived that it is necessary to keep up with the global trend towards the introduction of quality concepts in its educational system, and to consider the building of an education evaluation system a guaranty that ensures the quality of educational practices, viewing the outputs thereof as a strategic indispensable option for outstanding and constructive education. The concept which the Kingdom wishes to establish with respect to the quality of education evaluation is derived primarily from the Islamic principles that promote the values of quality and proficiency in all works carried out by the individual and society. Proficiency and quality can be boosted when such work relates to education.

Saudi Arabia has employed its financial capabilities to develop the human element required for the advancement of civilization in the information age. This necessarily requires the presence of a strong educational system capable of producing high outputs characterized by competence, proficiency and skill, and in a sound economic framework drawing upon the concept of cost-effectiveness.

The educational system requires a high degree of transparency as well as an accurate scientific review for all aspects of the educational process. There is a clear





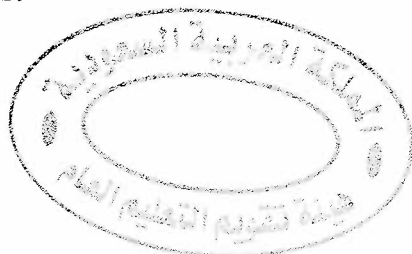
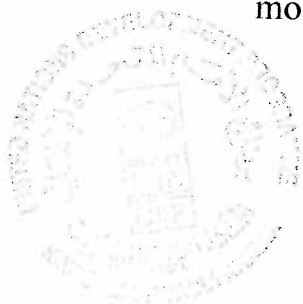
difference between an educational system that gives the student a minimum level of competencies, knowledge and skills, and another that builds human capacity, achieves community efficiency, and contributes to society's economic construction.

In the context of the review and evaluation of the educational performance, the officials and those concerned with education have convictions of the utmost importance of the education evaluation process, viewing it from a value-based perspective as being the process that assists in the achievement of quality and proficiency. Hence, it is necessary to look at the evaluation process as a process of continuous education and learning, and to view that the high-quality educational practices are necessarily the outputs of continuously learning institutions, and that all parties to the educational process should positively contribute to the success of the earnest, scientific and impartial evaluation of the educational practices. This is because ignoring reality and the shortcomings in it will neither help develop these practices nor improve the elements of its strength.

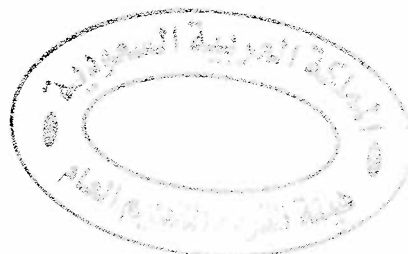
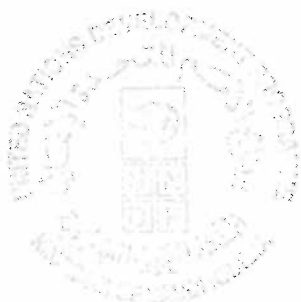
Based on the above, the Council of Ministers issued Resolution No. 120 on 22/04/1434 AH for the establishment, regulation and functions of the Public Education Evaluation Commission. The Resolution states that the Commission shall be a government body with an independent legal personality, and shall be the regulatory body responsible for the evaluation of the public (governmental and private) education in the Kingdom of Saudi Arabia. According to the Resolution, the Commission shall report to the Prime Minister until the Supreme Education Council (SEC) starts to exercise its tasks and functions. The Commission shall be administered by the Board of Directors chaired by His Excellency the Governor of the Commission, and comprised of members from all bodies concerned with the educational process, in addition to specialists and representatives of the private education sector. Through its Board of Directors, partnership and positive institutional interaction with the competent government and private entities, the Commission issues the rules, regulations, licenses and standards required for the evaluation processes in all its various stages in line with its regulations and other relative regulations.

Since its inception, the Commission has taken the initiative to prepare a roadmap for its institutional projects. As a result of a review of the education system, the Commission has specified the following tasks:

- 1) To build an evaluation system to ensure the quality of public education, including basic standards and indicators, and develop a national framework of qualifications along with all the related procedures and models.



- 2) To develop advanced standards for public education stages to be used to measure the competence of performance at the institutional and programme levels.
- 3) To develop standards for the public education curricula and determine what students should know at each stage and they can do in it.
- 4) To evaluate the performance of government and private schools and to subject them to regular accreditation according to the Commission's standards, whether the accreditation process is conducted by the Commission itself or by contracting or cooperating with competent evaluation and accreditation bodies.
- 5) To prepare and implement national normative tests at each educational.
- 6) To set the controls which ensure the quality of education with all its elements, and issue the appropriate guidelines.
- 7) To develop professional standards, competence testing, and licensing requirements for those working in public education.
- 8) To evaluate the programmes implemented in (government and private) public education institutions.
- 9) To conduct studies and research in its area of competence and motivate the conduction thereof.
- 10) To circulate the results of evaluation and accreditation carried out by the Commission, along with the evaluation information and data.
- 11) To issue magazines, journals, books, brochures, manuals and brochures in its field of competence.
- 12) To communicate with similar bodies and institutions abroad to take advantage of their experience and expertise.
- 13) To authorize the conduction of evaluations by the competent evaluation and accreditation bodies.





## 1-2 Evaluation and Key Standards and Indicators

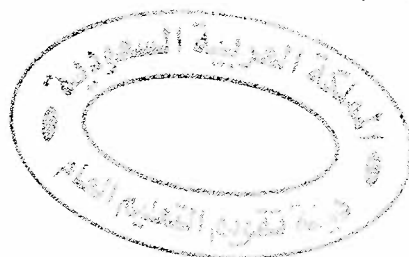
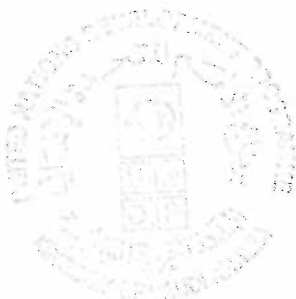
By studying the reality of evaluation in the Kingdom of Saudi Arabia, analyzing the Commission's functions, and considering the recency of the Commission as a new body enjoying financial and administrative independence, this programme and its main objectives should help achieve the two objectives identified under the Commission's regulations; namely:

1. Raise the quality and competence of public education; and
2. Support the national economy and development by improving the outputs of public education.

## Section 2 - Strategy

### 2-1 Communication with Current Initiatives

This project is based on the application of the findings of the study conducted by the Ministry of Education to enhance the quality of public education, develop evaluation methods and activate the role of private education, particularly with regard to the formulation of strategy and preparation of the Commission's plan, assuming that immediate action is required to address the current situation. Moreover, the project aims to complement the efforts intended to achieve the goals and objectives of the roadmap for the Commission's institutional projects, which has been prepared for the purpose of achieving the Commission's objectives and functions, identify the Commission's areas of work and the evaluation process, and prepare and implement the strategic plan. The project should not lose sight of the need to avoid duplication of efforts. It will contribute to maximizing the effect of the proposed interventions. In fact, the project will initiate the process of developing and building capacities, which will gradually contribute to the Commission's progress, and technical and professional development, and will enable it to lead the integrated management of education evaluation. For this reason, the project will establish effective coordination mechanisms and work to develop the strategy and action plan on a regular basis. Furthermore, it will help in the process of coordination with the activities of relative public education sectors, which have been carried out by other ministries and development partners. Likewise, the project will focus on the recommendations derived from the studies conducted under the auspices of the former Ministry of Education, as well as the other available studies.



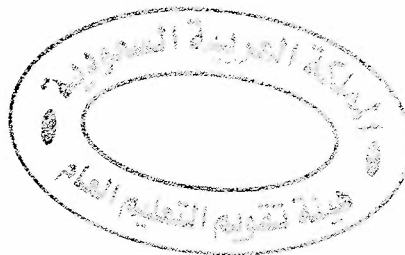
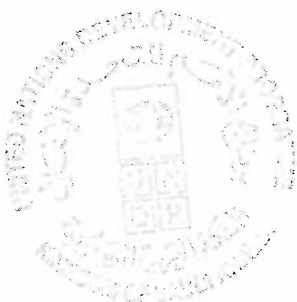
## Section 3 - Key Objectives of the Programme

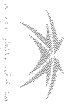
### 3-1 The key objectives of the project are as follows:

- A. Enhance the Commission's technical and regulatory capabilities in managing the educational process in the Kingdom.
- B. Develop a comprehensive assessment of the Commission's areas of work in terms of school performance, educational programmes, school accreditation, and programme accreditation.
- C. Develop an action plan to assess and build a quality system and professional licensing system for workers in the public education institutions and units.
- D. 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 labor market.
- E. 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.
- F. Support the Commission in the preparation of the strategic plan to evaluate the public and private education.

### 2-3 Project Outputs

The project seeks to achieve a set of outputs that will help the Commission adopt the infrastructure of policies, regulations and electronic systems. These outputs will generally lead to a concrete quantum leap in public education, and improve the educational outputs that will improve the capabilities of the human element and achieve rational use of economic resources allocated for education. Moreover, we hope that these outputs will significantly contribute to the achievement of community partnership in education in a way that opens spacious fields for investment in education before the national capital, which will provide a supportive and structured educational atmosphere for private institutions.

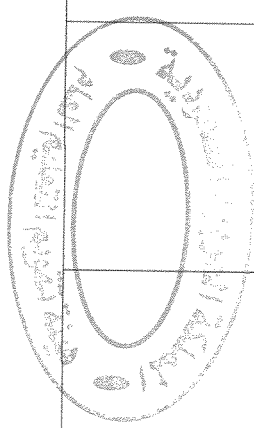
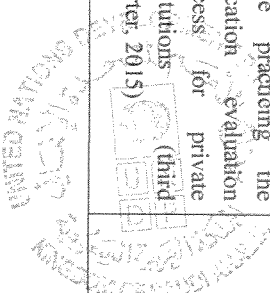




## Section 4 - Results and Resources Framework - Annual Action Plan (2014-2016)

### Results and Resources Framework

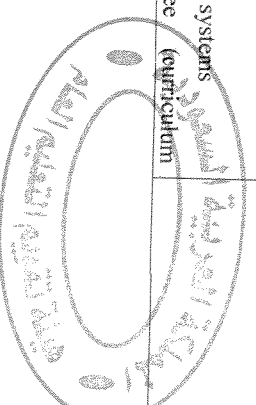
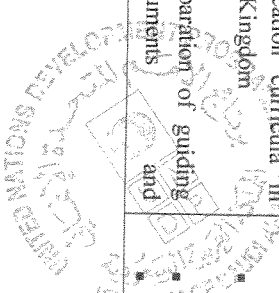
Intended Outcome as stated in the County Programme Results and Resources Framework: the inclusion of sustainable development in the heart of economy				
Applicable Key Result Area (from 2014-16 Commissioner's Roadmap: capacity building and development				
Partnership Strategy: Public Education Evaluation Commission (PEEC)				
Project title and ID: Capacity Building and Development of Public Education Evaluation Indicators towards the Preparation of Saudi Youth for the Knowledge Society and Economy - SALU/1/90406				
INTENDED OUTPUTS	OUTPUT TARGETS FOR (YEARS)	INDICATIVE ACTIVITIES	RESPONSIBLE PARTIES	INPUTS
<p>Enhancement of institutional capabilities to crystallize national policies targeting the quality of public education</p> <p>Baseline: Lack of a clear policy or accredited programmes in the field of education evaluation</p> <p>Indicators: Adoption of the terms of reference framework of the public education evaluation by the competent bodies</p>	<ul style="list-style-type: none"> <li>Development of the regulations, policies and procedures of the public evaluation system (2014)</li> <li>Preparation of the education environment and community for the evaluation process, and the smooth introduction thereof to help achieve positive results (first quarter; 2015)</li> <li>Development of a licensing system for those practicing the education evaluation process for private institutions (third quarter; 2015)</li> </ul>	<ul style="list-style-type: none"> <li>Employment of consultants and experts in the fields of systems, evaluation and training programs</li> <li>Organization of workshops with stakeholders and ministries concerned with the educational process to participate in the construction of the system</li> <li>Organization of introductory workshops on the evaluation system, targeting workers in the field of public education</li> <li>Capacity building of the Commission's cadres working in this field through training and development</li> <li>Technical Committees (Advisory, Evaluation)</li> </ul>	<p>PEEC</p>	<p>Training and Workshops Expenses: \$100,000</p> <p>Expenses of Committees: \$250,000</p>





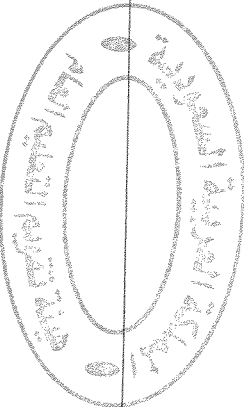
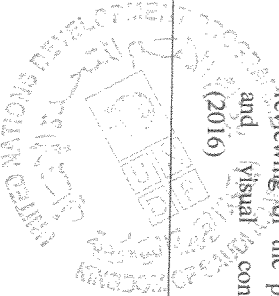


<p>Preparation of the terms of reference framework of national tests</p> <p>Baseline: Inability to measure the results of national tests at the Kingdom's level</p> <p>Indicators: Adoption of the programme's draft terms of reference framework by the competent bodies</p>	<ul style="list-style-type: none"> <li>• Development of standards and guidelines for national tests (2015)</li> <li>• Development of tests and accompanying tools, and marking and assessment guides (2015)</li> <li>• Experimental and main application (2016)</li> <li>• Preparation of psychometric specification reports for testing and reporting of results (2016)</li> <li>• Preparation of the education environment and community (2016)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employment of consultants expert in the fields of testing, electronic systems and educational statistics</li> <li>▪ Organization of workshops for the experimental application and system quality measurement tests</li> <li>▪ Training of workers in the relative sector at the Commission</li> <li>▪ Electronic systems assisting the application</li> <li>▪ Technical Committees</li> </ul>	<p>PEEC</p>	<ul style="list-style-type: none"> <li>○ Administrative Expenses: \$240,000</li> <li>○ Meeting and Training Expenses: \$50,000</li> <li>○ Expenses of Committees: \$200,000</li> </ul>
<p>Development of curricula and content standards of public education</p> <p>Baseline: Inability to measure the curricula content as per approved standards</p> <p>Indicators: Adoption of guidelines for the programme</p>	<ul style="list-style-type: none"> <li>• Preparation of the documents of national standards for the public education curricula in the Kingdom</li> <li>• Preparation of guiding documents and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employment of consultants and experts in the field of government curricula and standards</li> <li>▪ Employment of work teams specializing in educational curricula in the Kingdom</li> <li>▪ Organization of workshops with the relevant bodies to study the outputs</li> <li>▪ Provision of document keeping systems</li> <li>▪ Formation of a committee (curriculum)</li> </ul>		<ul style="list-style-type: none"> <li>○ Administrative Expenses: \$240,000</li> <li>○ Meeting Expenses: \$25,000</li> <li>○ Expenses of</li> </ul>





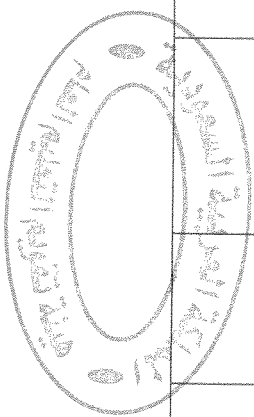
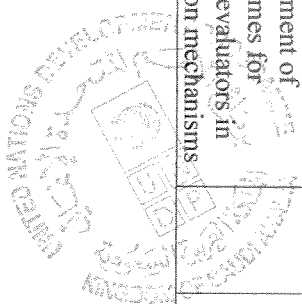
	<p>guidelines</p>	<p>standards and academic qualifications)</p>	<p>PEEC</p>	<p>Systems: \$100,000          Expenses of Committees: \$175,000</p>
<p><b>Media Outreach Programme</b>  <b>Baseline: There are no outreach programmes</b>  <b>Indicators: Increase in the number of social networking subscribers</b></p>	<ul style="list-style-type: none"> <li>• Management of social networking accounts and portal content (2015)</li> <li>• Production of educational, press and visual contents (2015)</li> <li>• Development of the media plan for the Evaluation Exhibition and international exhibitions, and the media campaign (2015)</li> <li>• Monitoring and reviewing of the press and visual content (2016)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employment of consultants and experts in the field of media</li> <li>▪ Participation in media conferences in the fields of social networking and relationship building</li> <li>▪ Organization of workshops with specialists and relevant bodies in the field of media to take advantage of their experiences</li> <li>▪ Formation of committees and task forces to assist in the development of the media plan</li> </ul>		<ul style="list-style-type: none"> <li>○ Meeting Expenses: \$25,000</li> <li>○ Communities' Remuneration: \$125,000</li> </ul>





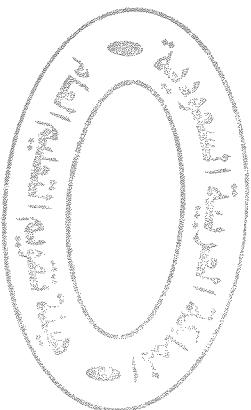
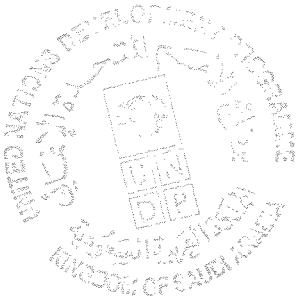
## Annual action plan (2014-2016)

Expected outputs, baseline, indicators, including annual goals	Planned activities Description of results of activities and related work	Timeframe			Responsible parties	Source of financing	Planned budget	
		2014	2015	2016			Description	Amount
<p>Programme to develop public education evaluation system</p> <p>Baseline: Lack of a clear policy or accredited programmes in the field of education evaluation</p> <p>Indicators: Adoption of the terms of reference framework of the public education evaluation by the competent bodies</p> <p>Goal: Development of systems, regulations, policies, procedures of public education</p>	<p>Development of systems, regulations, policies, procedures of the public evaluation system (2014)</p> <ul style="list-style-type: none"> <li>- Preparation of general policies and regulation of evaluation</li> <li>- Development of technical forms of evaluation</li> <li>- Development of implementation plan</li> <li>- Development of data analysis system and report forms</li> <li>- Development of programmes for training evaluators in evaluation mechanisms</li> </ul>	x	x		PEEC	PEEC	<ul style="list-style-type: none"> <li>○ Administrative expenses, \$480.000</li> <li>○ Workshops, \$50.000</li> <li>○ Committees, \$125.000</li> </ul>	\$655.000



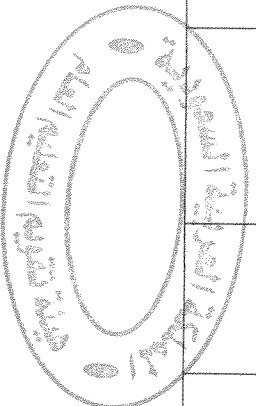


evaluation system	<p>Preparation of the field of education and society for evaluation in a smooth way helps achieve positive results (first quarter of 2015)</p> <ul style="list-style-type: none"> <li>- Following up on and reviewing PEEC work in terms of preparing public education schools for evaluation system</li> <li>- Following up on and reviewing PEEC role in raising society awareness about public education evaluation</li> </ul>	x	x				<ul style="list-style-type: none"> <li>o Workshops, \$25,000</li> <li>o Committees, \$50,000</li> </ul>	<b>\$75,000</b>
-------------------	---	---	---	--	--	--	---	-----------------



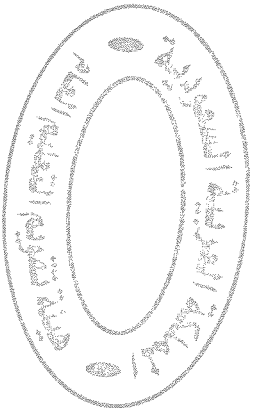
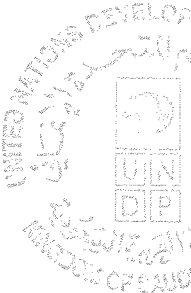


<p>Preparation of the terms of reference framework of national tests</p>	<p>Development of a licensing system for evaluators of the education evaluation process for private institutions (third quarter, 2015)</p> <ul style="list-style-type: none"> <li>- Development of institutions licensing system</li> <li>- Regulation for evaluators' license</li> <li>- Mechanism for giving licenses to individuals and institutions</li> <li>- Development of evaluators' licensing tests</li> <li>- Following up on general outputs of the licensing process</li> </ul>	<p>X</p>	<p>X</p>			<ul style="list-style-type: none"> <li>o Workshops, 25,000</li> <li>o Committees \$75,000</li> </ul>	<p>\$100,000</p>
<p>Baseline: Inability to measure the results of national tests at the Kingdom's level</p> <p>Indicators: Adoption of the programme's draft terms of reference framework by the competent bodies</p>	<p>Development of standards and guidelines for national tests (2015)</p> <ul style="list-style-type: none"> <li>- Development of terms of reference framework for national tests</li> <li>- Development of performance standards for national tests</li> <li>- Preparation of guidelines for developing national tests</li> </ul>	<p>X</p>	<p>X</p>	<p>PEEC</p>	<p>PEEC</p>	<ul style="list-style-type: none"> <li>o Administrative expenses, \$240,000</li> <li>o Committees, \$100,000</li> </ul>	<p>\$340,000</p>



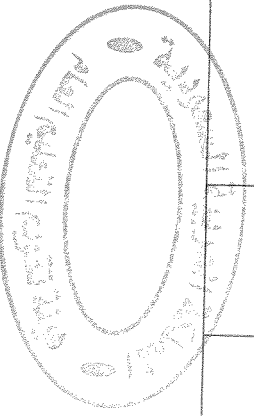
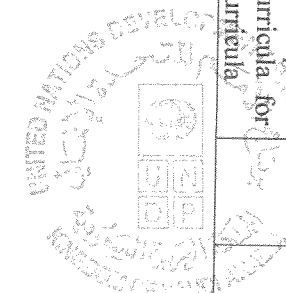


<p>Goal: Development of the national standards documents for the Kingdom's public education curricula</p>	<p>Development of tests and accompanying tools, and marking and assessment guides (2015)</p> <ul style="list-style-type: none"> <li>- Forms of tests and accompanying tools</li> <li>- Marking and assessment guides and outputs measurement</li> </ul>	X	X			PEEC	<ul style="list-style-type: none"> <li>o Workshops, \$20,000</li> <li>o Committees, \$50,000</li> </ul>	\$70,000
	<p>Preparation of the educational field and society (2016)</p> <ul style="list-style-type: none"> <li>- Following up on and reviewing PEEC work in terms of preparing public education schools for national tests</li> <li>- Evaluation of outreach services provided to society about national tests.</li> </ul>	X	X	X			<ul style="list-style-type: none"> <li>o Workshops, \$30,000</li> <li>o Committees, \$50,000</li> </ul>	\$80,000



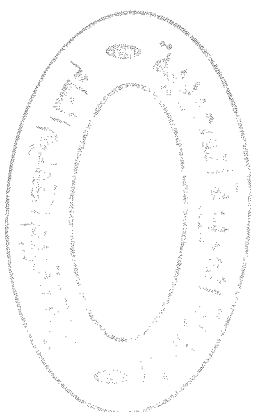
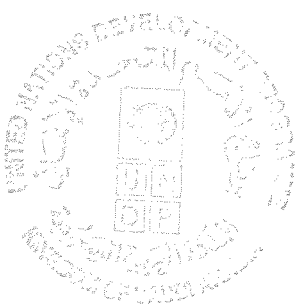


<p>Development of curricula and content standards of public education</p> <p>Baseline: Inability to measure the curricula content as per approved standards</p> <p>Indicators: Adoption of guidelines for the programme</p> <p>Goal: Preparation of the documents of national standards for the public education curricula in the Kingdom</p>	<p>Preparation of the documents of national standards for the public education curricula in the Kingdom</p> <ul style="list-style-type: none"> <li>- Preparation of the document of national terms of reference framework for public education curricula</li> <li>- Development of specialised conceptual framework documents for public education curricula</li> <li>- Document of standards for stages of public education curricula and their specialised branches</li> <li>- Development of content standards for public education curricula for grades and curricula</li> </ul>	<p>X</p>	<p>X</p>	<p>X</p>	<p>PEEC</p>	<p>PEEC</p>	<ul style="list-style-type: none"> <li>o Administrative expenses, \$240,000</li> <li>o Workshops, \$10,000</li> <li>o Committees, \$100,000</li> </ul>	<p>\$350,000</p>
---	--	----------	----------	----------	-------------	-------------	--	------------------





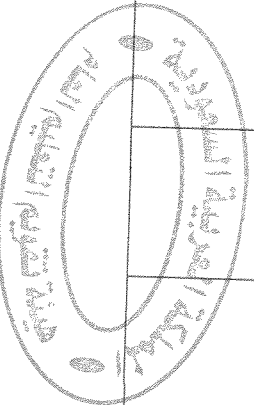
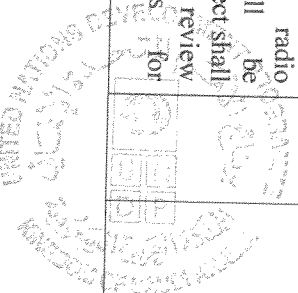
	<b>Preparation of documents and guidelines</b>						<b>\$190,000</b>
	<ul style="list-style-type: none"><li>- Development of guiding documents for teachers, students, parents and society</li><li>- Development of guiding documents for authors</li><li>- Development of guiding and outreach documents for educational institutions and labour market</li><li>- Following up on and reviewing the posting of documents and guides on the Commission's portal.</li></ul>	x	x	<b>PEEC</b>	<b>PEED</b>	<ul style="list-style-type: none"><li>o Workshops, \$15,000</li><li>o Committees, \$75,000</li><li>o Systems, \$190,000</li></ul>	<b>\$190,000</b>





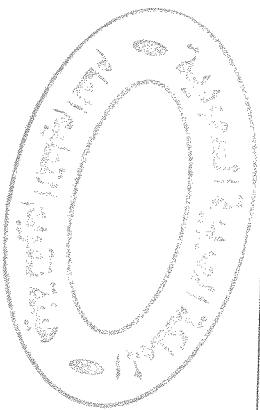
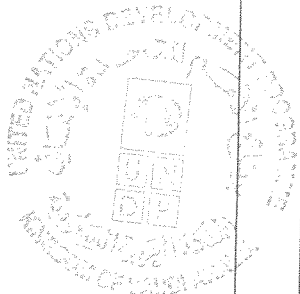


<p><b>Media outreach programme</b></p> <p>Baseline: There are no outreach programmes</p> <p>Indicators: Increase in the number of social networking subscribers</p> <p>Goal: Development of media plan</p>	<p><b>Management of social networking accounts and portal content (2015)</b></p> <ul style="list-style-type: none"> <li>- The project shall evaluate the Commission's performance in running social networking accounts in terms of number of subscribers, inquiries, replies and complaints</li> <li>- Evaluating the Commission's identity through buildings, website, gifts and tools provided to beneficiaries</li> </ul>			<p>PEEC</p>	<p>PEEC</p>	<ul style="list-style-type: none"> <li>o Committees expenses, \$40,000</li> </ul>	<p>\$40,000</p>
	<p><b>Production of educational, press and visual contents (2015)</b></p> <ul style="list-style-type: none"> <li>- The Commission shall directly produce educational, press and visual contents. Some TV and radio interviews will be given. The project shall follow up and review these activities for evaluation</li> </ul>	<p>X</p>	<p>X</p>			<ul style="list-style-type: none"> <li>o Committees expenses, \$40,000</li> </ul>	<p>\$40,000</p>





	Development of the media plan for the Evaluation Exhibition and international exhibitions, and the media campaign (2015)				PEEC	PEEC	<ul style="list-style-type: none"> <li>○ Workshops, \$25,000</li> <li>○ Committee explosives, \$45,000</li> </ul>	\$70,000
Cost of financial audit	- The Commission shall contract a specialised body to prepare the media plan and media campaign. The project shall evaluate the consultant's outputs							\$8,000
Total direct costs								\$2,018,000
Public administration support - UNDP								\$100,900
Grand total								\$2,118,900





## Section 4: Budget

### 4-1 Appointment and termination of technical experts' services

Due to the level of capacities in PEEC, the project has been designed to provide the services of a number of international experts and consultants. The terms of reference framework of long-term key jobs shall be part of the project document. As far as each international expert is concerned, the PEEC, in cooperation with UNDP, shall choose the names and CVs of three highly-competent experts. Those three experts shall perform three important functions: Firstly, facilitate the implementation of planned activities; secondly, provide in-work training for national employees appointed to work with them; and thirdly, design and provide standard units for customised training to meet the PEEC team needs. The performance of experts shall be judged based on the efficacy of their contributions to the training of national employees.

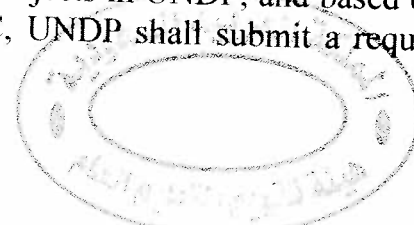
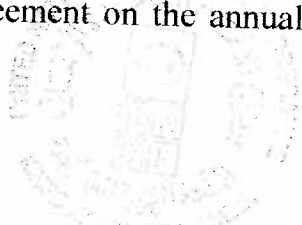
### 4-2 Project Budget

The total estimated budget is \$2,118,900, including the general expenses of UNDP and costs of technical support. The technical assistance (experts) shall account for about 34% of the total expenses; about 36% of total expenses shall be allocated for conducting field studies and surveys and developing PEEC employees' capabilities, which account for 10%, while equipment and supplies account for 5%. A distribution of the budget is given below.

#### Programme Budget:

Long-term international experts	Duration	Amount (\$)
Systems and regulations experts	24 months	480.000
Evaluation expert	12 months	240.000
Measurement and statistics expert	12 months	240.000
Short-term experts and consultants and committees		750.000
PEEC employees' capacity-building		200.000
Equipment, devices and electronic systems		100.000
Financial audit costs		8.000
Total direct costs		2.018.000
Fees of administrative support of UNDP (5%)		100.900
Total programme costs		2.118.900

As usual for the financial management of projects in UNDP, and based on the agreement on the annual action plan with PEEC, UNDP shall submit a request to



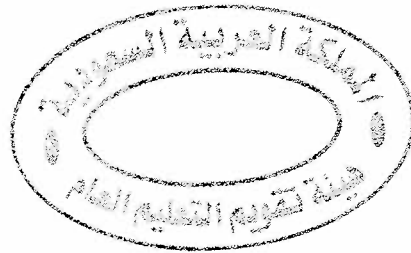
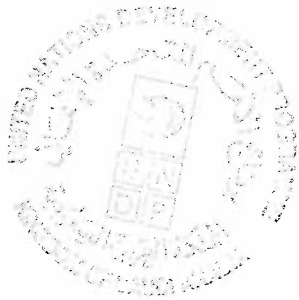


PEEC to contribute to resources so as amounts of money can be deposited for the UNDP account as part of the project. Such resources shall only be disposed of with PEEC consent after a direct payment request, which indicates PEEC's approval of satisfactory performance, is submitted. The request shall include all necessary details for the expenses of above items and services, including remuneration (salaries and allowances) of experts, administrative expenses, receipt of necessary equipment and supplies. The UNDP shall also submit detailed financial reports (consolidated performance reports) which summarise all project expenses.

Below is a summary of the scope of work of the technical assistance project in terms of long and short term international experts, national experts and consultants:

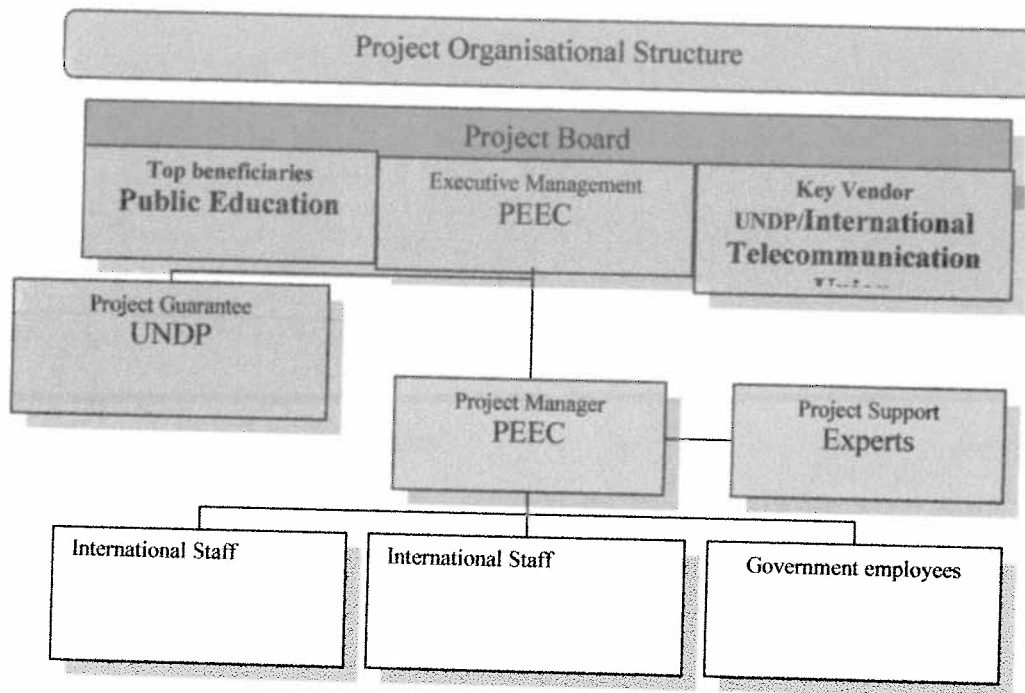
Experts	Number	Duration
Long-term international experts	3	12-24 months
Short-term international experts	4	6-8 weeks
National experts and consultants	41	4-5 months

In addition, the development of PEEC staff capacities shall not include more than 3 overseas study tours, 5 internal training courses, 8 workshops and seminars on various issues as shown in article 3 in the annual action plan. All equipment, devices and software purchased and used shall be dealt with as PEEC assets, and shall be officially handed over upon project completion.





## Section 5: Management Arrangements



The project shall be implemented on the national level by PEEC. PEEC is supposed to be the only responsible body on behalf of the Saudi government for all administrative aspects of the project activities, reporting, accounts, monitoring and project evaluation, and review of government's contribution to project costs.

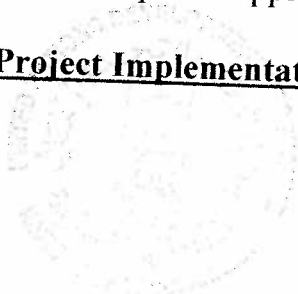
### 5-1 Institutional arrangements

Due to the big size of the project and its multiple technical aspects and responsibility requirements, the management arrangements of the project will include the following roles:

#### **Project Board:**

It shall comprise of project coordinator, a representative of UNDP, and a representative of the Ministry of Foreign Affairs. The key role of the board shall be to unanimously take administrative decisions for the project when the national project manager seeks guidance, including recommendations for the consent of UNDP and PEEC of revisions conducted of the project so the responsibility of UNDP can be guaranteed. The ultimate decision-making is the responsibility of UNDP as per its applicable systems, regulations, rules, policies and procedures.

#### **Project Implementation Quality:**





The project board shall support the role of project implementation quality by implementing the project goals and supervising the project and overseeing its functions. Such a role ensures that the project is properly run and completed. The UNDP reserves such a role.

**National Project Manager:**

Responsibilities are linked to the coordination of various activities with UNDP and international experts. The national project manager shall have the authority over the day-to-day administration of the project on behalf of the board as per restrictions set by the board. The national project manager is responsible for the daily administration of the project and for taking project-related decisions. The key responsibility of the national project manager is to ensure that the project achieve the results identified in the project document as per the required quality standards and within the specified restrictions as to time and costs. The national project manager shall be appointed by PEEC (implementing partner.)

**Administrative and financial assistance:**

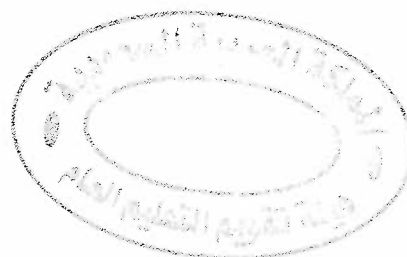
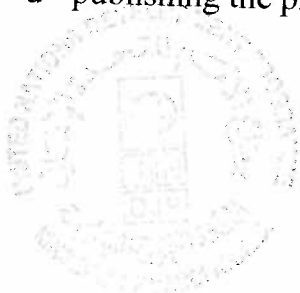
Responsibilities focus on implementing the administrative and financial support of project activities, including reviewing accounts with UNDP and the competent body.

The proposed project shall be implemented in the framework of institutional structure and the associated political framework to be able to "further contribute to its development and consolidation." To facilitate project implementation, the following arrangements are proposed:

**Project management unit:**

This unit shall be headed by the national project manager, and shall be responsible for:

- a- providing logistical and administrative support in the implementation of planned tasks;
- b- monitoring project progress and effect;
- c- identifying gaps and bottlenecks (critical situations,) including strategies to overcome the restrictions and problems of implementation; and
- d- publishing the project results.





Three international experts, including short-term consultants, shall be appointed at the project management unit. Those experts and consultants shall be appointed to work with the various affairs sector units.

**Project follow-up committee:**

The proposed project utilises a multi-sectoral development framework and this requires the participation of institutional stakeholders (key leaders) in setting the project agenda priorities, provided they conform to the national development priorities.

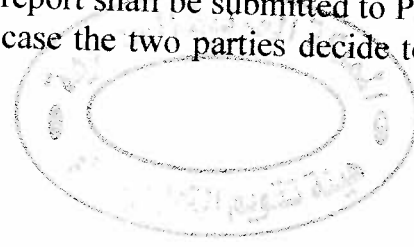
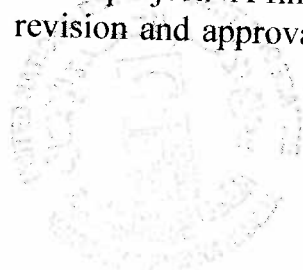
To achieve that end, a project follow-up committee shall be formed to do the following:

- a- improve decision-making quality and administrative performance in terms of planning and implementing the project activities;
- b- ensure coordination between various implementing bodies; and
- c- deal with project implementation restrictions on a regular basis.

The project follow-up committee shall not intervene in the daily, routine administrative processes. Instead, its role shall be restricted to reviewing and monitoring the project progress, providing advice and guidance to implementing bodies to achieve the project goals. It is proposed that PEEC governor head the project follow-up committee.

The UNDP shall provide support and assistance as it usually does with all technical cooperation projects. In addition, the UNDP country office shall provide further support to PEEC to implement, monitor, report, evaluate and review the project accounts, as well as run the financial resources of the project as per the needs and requirements of project expenses. Through the implementation of the project, the project shall also support the technical and administrative capacity-building of PEEC as an implementing body through the provision of experts' services. The various project activities and outputs to reach the desired results shall involve cooperation with the competent government institutions, foreign agencies, private sector, and non-governmental organisations, as appropriate. The management of project shall be fully coordinated through the Foreign Ministry.

The project budget, some \$2.118.900, shall be deposited with the UNDP. Afterwards, UNDP shall, after receiving payment instructions from the national project manager, make payments for items set out in the budget for each component of the project. A financial report shall be submitted to PEEC at the end of project for revision and approval. In case the two parties decide to close the project and there





are still limited, unused budgets, UNDP shall, after meeting all contractual obligations, return the unused balance to PEEC or carry it forward to the following project phase, as per PEEC preferences.

Budgets are subject to revision, as appropriate, and there is sufficient flexibility for transferring between the project budgets and activities.

## **5.2 Implementation Plan**

PEEC, as the owner of this Project, shall have responsibility for its overall management, implementation, coordination and reporting on its outputs and activities. On the part of the UN, and as expected under the project's implementation model, the UNDP Coordination Office shall provide the necessary administrative and financial support as well as the technical support upon the start of implementation. Co-op agencies and stakeholders shall work with PEEC to implement the planned tasks.

Upon acceptance of the Project Document, the UNDP shall launch the recruitment process to hire eight international experts and a number of consultants for short periods of time to undertake the tasks they are hired to perform.

### **PEEC's Responsibilities:**

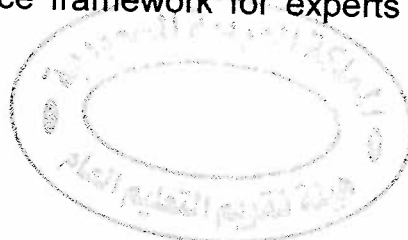
As the owner and implementing body of the Project, PEEC is expected to undertake the following:

- Provide the required financing as provisionally explained under the "Budget" section of this document.
- Appoint a national project manager on a full-time basis to follow-up on the implementation of the Project.
- Form a follow-up committee for the project to seek full spectrum support for the implementation of the project.
- Arrange for a support environment (e.g. office space, computers, etc.) to facilitate the work of the Technical Support Team.
- Hire peer employees to work with the international experts.
- Fully supervise the project's experts in cooperation with the UNDP.

### **UNDP's Responsibilities:**

The Project shall be implemented according to the implementation model of the UNDP, which will provide administrative and technical assistance. The implementation support services provided by the UNDP shall include:

- Setting the terms of reference framework for experts in its final form (Technical Support Team)





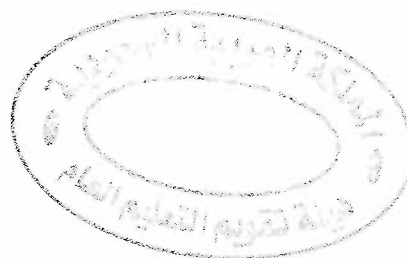


- Examining and evaluating the various experts nominated for positions and obtaining the government's approval on the short list of experts.
- Recruiting and assigning field works for experts.
- Assuming the responsibility of technical support for the whole project, especially the supervision and quality control of experts' work.
- Reviewing the project's reports and outputs and giving feedback thereon.
- Delivering work progress reports which are issued once every two years, including reports on the financial expenditures.
- Supporting and assisting the development and implementation of the training program and educational trips.

### **Section 6 - Monitoring Framework and Evaluation**

The project implementation shall be reviewed and evaluated at two levels, at least, to ensure its conformity with the level of responsibility. The first level of review and evaluation requires continuous monitoring of the performance indicators of the project's various components and outputs. The National Project Manager shall hold quarterly meetings with the implementation teams to review the progress of the various activities against the work plans and reference standards agreed upon.

As for the second level of review, it requires reviewing and evaluating the project's performance on a much tighter scale and on an annual basis. The review shall be conducted by the Follow-up Committee, including UNDP representatives. The project's annual progress report shall constitute the basis for discussion at this stage of review. During this meeting, the annual operational plan for the following year shall be adopted in addition to the review of the progress report of the previous year. In addition to the annual progress reports, the quarterly progress reports shall be regularly delivered by the National Project Manager.





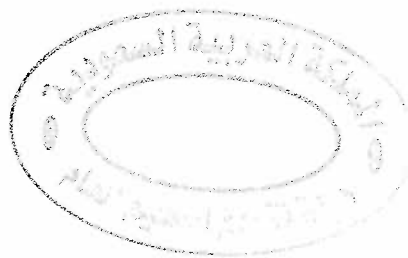
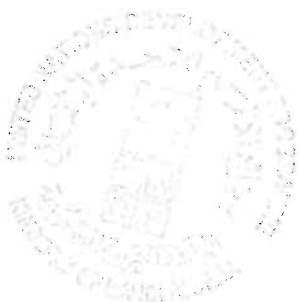
The Project shall be subjected to an independent evaluation two times during its term. The evaluation process shall be conducted at mid-term, i.e. the beginning of the second year, by an independent team of consultants. The final review shall be conducted two months prior to the completion of the Project to determine its impact on the development results and to make recommendations on its suitability and sustainability with respect to the development needs in the KSA.

### **Section 7 - Legal Context**

This Project Document shall be the legal tool referred thereto in Paragraph 1 of Article 1 of the Standard Basic Assistance Agreement (SBAA) for Technical Cooperation between Saudi Arabia and the UNDP signed by both parties on January 4, 1976.

Through coordination with the PEEC, which should be the executive body described in the SBAA as the Coordinating Body, the procurement and financial expenditure procedures shall be within the framework of either the PEEC or the UNDP (whichever is more effective) in terms of procedures and financial arrangements.

The Project Document may be reviewed as necessary and according to the agreed upon changes by both the UNDP and PEEC to ensure the achievement of the desired results of the Project. The UNDP will perform annual budget reviews in consultation with PEEC to control expenditures and allocate budgets in line with the project's scheduled performance requirements.





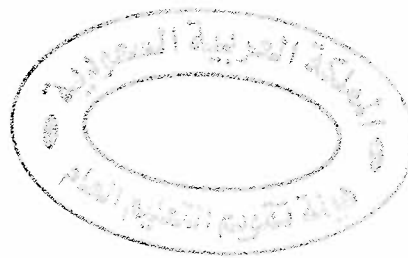
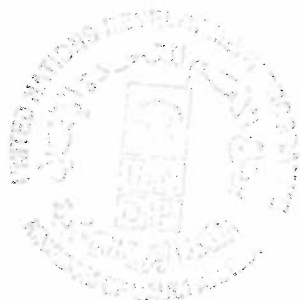
## Section 8: Risk Management and Mitigation Strategy:

The Project may experience a number of possible risks which need to be put into consideration in order to provide the proper means to mitigate them and minimize their impact during the implementation of the Project.

The most critical risks include:

### Risk Analysis

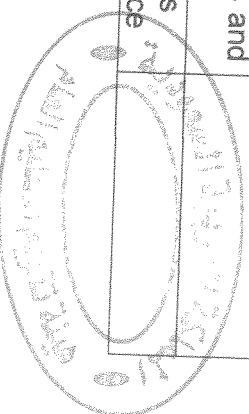
Description	Date Identified	Type	Impact & Probability	Countermeasures / Mngt response	Owner
1- Appointment of Experts	Commencement of the Project	Organizational	Probability (from 1-5) 2 Impact (from 1-5) 4		PEEC/UNDP
2- Non-verification of the committees' outputs	Commencement of the Project	Operational/Or ganizational	Probability (from 1-5) 2 Impact (from 1-5) 3		PEEC
3- Availability of financial support	Commencement of the Project	Operational	Probability (from 1-5) 1 Impact (from 1-5) 4		PEEC





## Section 9 - Quality Management and Project Activity Results

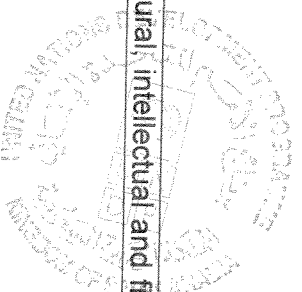
<b>Output (1): Enhancement of institutional capabilities to crystallize national policies targeting the quality of public education and development of a public education evaluation system</b>	
<b>Activity Result (1):</b> Draft rules, regulations, policies and procedures for the Public Evaluation System	Enhancement of institutional capabilities
<b>Purpose</b>	Develop a comprehensive national term of reference framework to evaluate public education in the KSA. It includes the policies, regulations, and evaluation models of the various elements of the system, education and educational process
<b>Description</b>	Build institutional capabilities to enhance the role of PEEC in the public education evaluation process.
<b>Quality Standards</b>	Quality Approach
Approval by competent bodies of the national terms of reference	Effectiveness of the evaluation models for the various elements of the system, education and educational process.
<b>Output (2): Preparation of the terms of reference framework of national tests</b>	
<b>Activity Result (2):</b> Development of standards and guidelines for national tests	National Testing
<b>Purpose</b>	Set 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.
<b>Description</b>	The Terms of Reference Document of national testing in the Kingdom of Saudi Arabia includes the policies, development and application procedures, and means of putting results into practice





Quality Standards	to develop public education.	Quality Approach	
Approval by competent bodies of the national terms of reference	Start of implementation of the Terms of Reference for national testing	Date of Evaluation	Prior to May, 2016

<b>Output (3): Development of the curricula and content standards for public education</b>			
Activity Result (3) Preparation of the documents of national standards for the public education curricula in the Kingdom	Enhancement of institutional capabilities	Start: May 2014 Completion: May 2016	
Purpose	Set the general policies and frameworks, which include national, academic and educational approaches that direct and control the development of curricula and criteria thereof.		
Description	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 labor 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.		
Quality Standards	Quality Approach		
Approval by competent bodies of the national terms of reference	Effectiveness of the curricula and educational content standards	Date of Evaluation	By the end of first year
<b>Output (4): Media Outreach Programme</b>			
Activity Result (4) Management of social networking accounts and portal content	Outreach programme	Start: May, 2015 Completion: May, 2016	
Purpose	Explain the formal, social, cultural, intellectual and field frames, tasks and public relations realms		

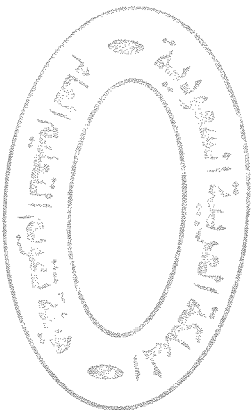
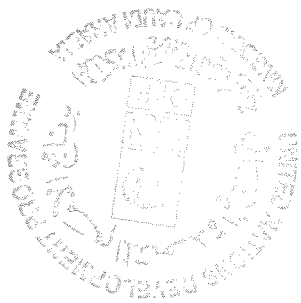




www.nchrd.gov.ng



	of the Commission	
Description	Achievement of the highest level of media outreach regarding the Commission's message and various events and activities in all means of media	
Quality Standards	Quality Approach	
Unification of the media material source	This reduces the impact of dangerous sources and eliminates any wrong information or prejudiced rumor	Date of Evaluation Prior to May, 2016





## Project Document

**Country:** Kingdom of Saudi Arabia

**Project Title:** Capacity Building and Development of Public Education Evaluation Indicators towards the Preparation of Saudi Youth for the Knowledge Society and Economy

**Expected Output/Indicators:** Sustainable Development and Management of the Public Education Evaluation Commission

The Project aims to enhance the technical, technological and organizational capabilities of the Public Education Evaluation Commission as regards the management of the educational process in the Kingdom; performance of a comprehensive evaluation of the Commission's areas of work; development of a work plan to evaluate and build a quality and professional licensing system; issuance of supporting systems to manage qualifications and connect them with the requirements of development and labor market; evaluation of educational outputs monitoring them for the purpose of ensuring continuous evaluation; and provision of technical and administrative support to achieve the main

**Country Programme Period:** 2014-2016  
**Project ID:** SAU 90406/10  
**Start Date:** May, 2014  
**End Date:** May, 2016  
**Advisory Committee Meeting Date:** May 6, 2014  
**Administrative Arrangements:** National Implementation

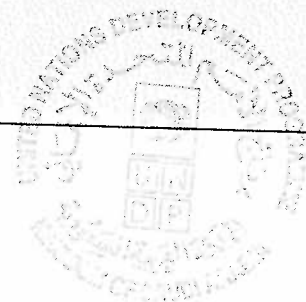
**Total Estimated Budget  
Allocated Resources:**  
USD \$2,118,900.00

Agreed to by the Governor of the Public Education Evaluation Commission,  
**H.E. Dr. Naif bin Hashal Al Roumi**

Date:

Signature:

Approved by UNDP  
**Firas Gharaibeh**





## Annex 1:

### Components, Outputs and Activities

#### **Component 1: Enhancement of institutional capabilities to crystallize national policies targeting the quality of public education and development of a public education evaluation system**

- **Output 1-1: Draft rules, regulations, policies and procedures for the Public Evaluation System (2014)**

#### **Indicative Activities**

They aim to create a comprehensive national term of reference framework to evaluate public education in the KSA. This framework shall include 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 system for evaluation data, and issue the necessary 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 Public Education Evaluation Commission; namely, to raise the quality of the outputs of public education and ensure its key participation in the development of national economy.

- **Output 1-2: Preparation of the education environment and community for the evaluation process, and the smooth introduction thereof to help achieve positive results**

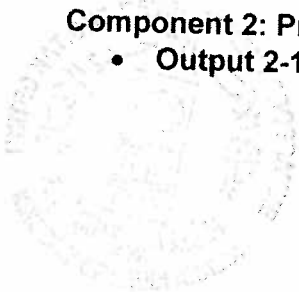
The implementation and application of public education programmes and plans require comprehensive awareness of all people involved in the educational system, specialists, parents and the relative sectors (government and private), in addition to the preparation of schools in a scientific manner to ensure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

- **Output 1-3: Development of a licensing system for those practicing the education evaluation process for private institutions**

The Statute of the Commission issued by the Council of Ministers under 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 specialized in evaluation. The public education evaluation is a relatively new process in the KSA and it depends on unorganized 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 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.

#### **Component 2: Preparation of the terms of reference framework of national tests**

- **Output 2-1: Development of standards and guidelines for national tests (2015)**







### **Indicative Activities**

It aims to set 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.

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

- **Output 3-1: Preparation of the documents of national standards for the public education curricula in the Kingdom**

#### **Indicative Activities**

It aims 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.

- **Output 3-2: Preparation of Guiding Documents and Guidelines**

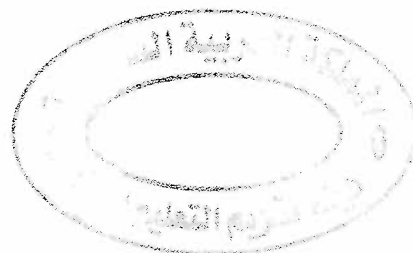
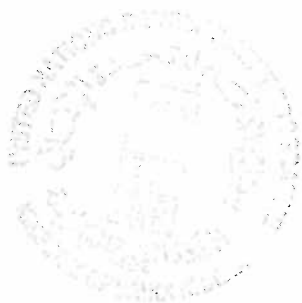
Preparation of a programme that helps to prepare guides for teachers, students, parents and society, guides for authors, and guides and awareness publications for educational institutions and labor market. This is in addition to publishing of documents and guides on the Commission's Portal, and development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

### **Component 4: Media Outreach Programme**

- **Output 4-1: Management of social networking accounts and portal content**

#### **Indicative Activities**

It aims to explain the 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 rumor. Further, it aims to unify the source for the recipient target audience through various communication channels specified in the media plan.



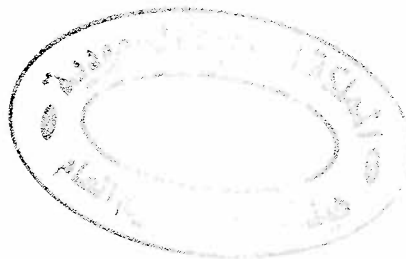
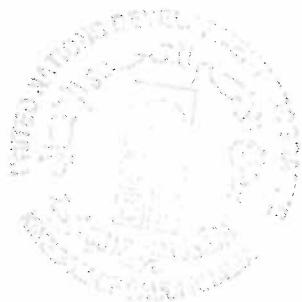


## **Annex 2 –**

### **Tasks and Functions of Committees**

**The tasks are summarized as follows:**

- 1- Review the project plan and implementation mechanism, and propose appropriate suggestions to develop it in a way that ensures the quality of project's outputs.
- 2- Review the quality standards set by the Commission for the project's outputs.
- 3- Set an action plan and an appropriate mechanism to control and monitor the quality of implementation and outputs of the project.
- 4- Review the project's outputs and confirm that they conform to the specified goals of the project.
- 5- Hold meetings and workshops to discuss the work flow of the project and propose appropriate recommendations to ensure the quality of implementation.
- 6- Approve the project's outputs to ensure that they meet the quality level set by the Commission.
- 7- Offer development suggestions with respect to all that is related to the project.
- 8- Study developmental recommendations related to the project.

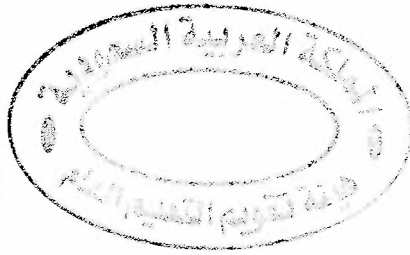
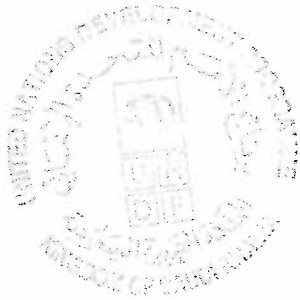




### Annex 3 –

#### Functional Tasks - Experts

- 1- Participate in the organization of policies and regulatory and legislative procedures related to the quality of public education.
- 2- Review the outputs listed in the Project Document.
- 3- Evaluate the committees' outputs and submit the necessary reports.
- 4- Participate in workshops and meetings related to the programmes of the project.
- 5- Implement the practical training required to transfer expertise to the Commission's employees from the second level supervising tasks.
- 6- Submit periodical reports regarding their assigned tasks to highlight performance and percentage of completion, and connect them to the approved programmes stated in the Document.





**Annex 4 –**

**Project Payment Schedule**

Statement	Due Date	Amount
First Payment	May, 2014	\$720,000.00
Second Payment	August, 2014	\$750,000.00
Third Payment	January, 2015	\$648,900.00
<b>Total</b>		<b>\$2,118,900.00</b>

