

The Islamic University - Gaza
High Studies Deanery
Faculty of Commerce
Business Administration Department



**Designing a Model to Improve the Follow up of the
Implementation of a Biennium Plan
in the Education Department
at UNRWA-Gaza Strip**

**A Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of Master in Business Administration**

Prepared by : **Student**
Ashraf Ahmed Qandeel

Supervised By :
Professor
Majed Mohammed El-Farra

2013AD – 1434AH

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إِنَّا فَتَحْنَا لَكَ فَتْحًا مُّبِينًا • لِيُغْفِرَ لَكَ اللَّهُ مَا تَقَدَّمَ مِنْ
ذَنْبِكَ وَمَا تَأَخَّرَ وَيُتِمَّ نِعْمَتَهُ عَلَيْكَ وَيَهْدِيَكَ صِرَاطًا مُسْتَقِيمًا

[الفتح: 1-2]

DEDICATION

To my mother's soul,

May the all-mighty **ALLAH** bless her soul.

To my beloved father and stepmother,

Whose their love and support encouraged me throughout life.

To my beloved wife and children.

Who have been patient and supportive throughout my study.

To my brother, sister, family, friends, work colleagues,

To all martyrs, captives, and wounded,

To the whole of Islamic OMMA.

I dedicate this modest effort,

and asking ALLAH the full reward.

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ABSTRACT

One of the most important parts of a strategic plan is the implementation plan, as it is believed that success of the implementation plan is a success of the strategic plan. So, this study is in fact an attempt to improve the follow up of implementation of what is called Field Implementation Plan (FIP) for the Education Department at United Nations Relief and Works Agency for Palestinian refugees in the near east (UNRWA) by creating a follow up model.

This study adopted the descriptive and analytical approach. The literature was reviewed for the strategic planning and monitoring and evaluation systems, and also, the model of continuous assessment. Then the information was collected and built a follow up model based on effective monitoring and evaluation system and continuous assessment.

This model aims to improve the follow up if it is applied well, especially, after the results which acquired from the collected data through the distributed questionnaire to the sample size of 151 principals out of 249, in addition to all 14 educational leaders in UNRWA-Gaza, Education Department (ED). These results indicate that, there is a gap between the real follow up system and the optimal system. Some of the main results are that most of respondents with 76.3% have very good experiences in field of monitoring and evaluation and used specific tools like direct observation and reporting, also 14.4% from the respondents have good awareness about the content of FIP. Also, there is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due demographic and organization factors. Moreover, there is significant difference at $\alpha \leq 0.05$ in the reality of component of the follow up system.

As a pilot implementation of the created model, a web based program was built to simulate some features of the model, and this program can be used as a template to create a follow up system for the implementation of any plan.

The main recommendation is, to use a web based program, which is a pilot implementation of created model, to follow up the implementation of the FIP in a pilot schools to get real feedback about the efficiency of this model.

ملخص الدراسة:

تعتبر الخطة التنفيذية أحد أهم أجزاء الخطة الاستراتيجية؛ فالنجاح في تطبيق الخطة التنفيذية يعني نجاح الخطة الاستراتيجية. لذلك، حاولت هذه الدراسة من خلال إنشاء نموذج خاص بالمتابعة لتحسين عملية متابعة تنفيذ الخطة التنفيذية أو ما يسمى بخطة التنفيذ للميدان Field Implementation Plan (FIP) الخاصة ببرنامج التربية والتعليم في وكالة الأمم المتحدة لإغاثة وتشغيل اللاجئين الفلسطينيين في الشرق الأدنى (الأونروا).

استخدم في هذه الدراسة، المنهج الوصفي التحليلي، فقد تمت مراجعة الأدبيات الخاصة بالتخطيط الاستراتيجي، ونظم المراقبة والمتابعة، وكذلك نموذج التقييم المستمر، ثم جمعت البيانات المطلوبة وتم بناء نموذج للمتابعة بناءً على نظام المراقبة والمتابعة الفاعل والتقييم المستمر.

هذا النموذج ربما يحسن المتابعة إذا طبق بشكل جيد، خصوصاً، بعد النتائج التي جمعت من توزيع استبيان على عينة حجمها 151 مديراً مدرسياً من أصل 249، بالإضافة إلى جميع قيادات التعليم الأربعة عشر في برنامج التربية والتعليم التابع للأونروا في غزة. هذه النتائج أشارت إلى وجود فجوة بين النظام الحقيقي للمتابعة وبين النظام الأفضل. بعض نتائج الدراسة الرئيسة بينت أن أغلب المستجيبين بنسبة 76.3% لديهم خبرة جيدة جداً في مجال المراقبة والتقويم ويستخدموا أدوات محددة في ذلك مثل الملاحظة المباشرة والتقارير، وكذلك ما نسبته 14.4% من المستجيبين لديهم وعي جيد بمحتويات ال-FIP. أيضاً لا يوجد فروق ذات دلالة إحصائية عن مستوى ألفا أقل أو يساوي 0.05 خلال المستجيبين في اتجاه نظام المتابعة تبعاً للمتغيرات الديموغرافية والتنظيمية. أكثر من ذلك، أنه يوجد فروق ذات دلالة إحصائية عن مستوى ألفا أقل أو يساوي 0.05 في واقع مكونات نظام المتابعة.

كتطبيق تجريبي للنموذج المنشأ، تم بناء برنامج يُشغّل من خلال الويب، لمحاكاة بعض خصائص النموذج، ويمكن أن يستخدم هذا البرنامج كقالب لإنشاء نظام لمتابعة تنفيذ أي خطة. التوصية الرئيسة لهذه الدراسة هي استخدام البرنامج السابق كتطبيق للنموذج لمتابعة التنفيذ الخاص بـ FIP على عينة تجريبية من المدارس، وذلك للحصول على تغذية راجعة حقيقية حول كفاءة هذا النموذج.

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LIST OF ABBREVIATIONS

CFEP	Chief Field of Education Department
CRS	Catholic Relief Services
CWIQ	Core Welfare Indicators Questionnaire
ED	Education Department
FIP	Field Implementation Plan
HEDC	Head of Education Development Center
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome.
HR	Human Resources
IFAD	International Fund for Agricultural Development
IFRC	The International Federation of Red Cross and Red Crescent
IT	Information Technology
KKF	King Khalid Foundation
LSMS	Living Standards Measurement Survey
MCA	Model of Continuous Assessment
NAIP	National Agricultural Innovation Project
NASA	National Aeronautics and Space Administration
NIED	National Institute for Educational Development
NGO	Non-governmental organization
NSPC	National Strategic Planning Committee
PETS	Public Expenditure Tracking Surveys
PCBS	Palestinian Central Bureau of Statistics
RDBMS	relational database management systems
SAMDI	South African Management Development Institute
SANA	Sustainable Approaches to Nutrition in Africa
SEDESOL	Secretaria de Dessarrollo Social
SLA	Special Libraries Association
SQL	Structured Query Language
SPSS	Statistical Package for the Social Sciences
SWOT	Strengths, Weaknesses, Opportunities, and Threats
UNAIDS	Joint United Nations Program on HIV/ AIDS
UNCEF	United Nations Children's Emergency Fund
UNDP	United Nations Development Program
UNRWA	United Nations Relief and Works Agency for Palestinian Refugees in the near east
URP	The Urban Renewal Program
UUMA	Unitarian Universalist Ministers Association
WHO	World Health Organization

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CHAPTER ONE
INTRODUCTION

- 1.0 Introduction**
- 1.1 Study Problem**
- 1.2 Study Purpose**
- 1.3 Study Objectives**
- 1.4 Study Questions**
- 1.5 Study Hypothesis**
- 1.6 Independent Variables**
- 1.7 Dependent Variables**
- 1.8 Previous Studies**
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1.0 Introduction

Strategic management can be defined as "that *set of managerial decisions and actions that determines the long-run performance of a corporation*" (Wheelen & Hunger, 2008, p. 3). Strategy implementation is an important part of strategic management, and it is defined as "*the sum total of activities and choices required for the execution of a strategic plan*" (Wheelen & Hunger, 2008, pp. 214-215). Also it can be defined as a process to put strategies and policies into action through the developed programs, budgets and procedures (Wheelen & Hunger, 2006, p. 17).

Poor implementation is one of the main causes of strategic fails. According to some studies half of acquisitions fails to achieve the expected results, and a quarter of international ventures does not succeed because of poor strategic implementation (Gluck, et al., 1982, pp. 9-21). Moreover, according to Abbasy (2004), and El-Dajany (2006), the main obstacle in strategic planning is the implementation part. Since the strategic planning is a continuous process, it needs a systematic feedback and follow up (Drucker, 1999, p. 120), as well as proactive and reactive adjustment (Grella & Hudkins, 2005). If success had been defined as "*the tenth attempt after nine failures*", it is important to accept that many decisions made by the strategic plan will not lead to success or improvement. Although the strategic plan is built with high professional team, it may not lead to successful actions. However, unsuccessful results do not necessarily mean any adaptation to strategic plan is a failure (Grella & Hudkins, 2005). So it is very important to adjust any deviation in the implementation process. According to Fogg,(1999) there are 18 keys to strategy implementation. One of them is to develop an integrated review system that includes the review and revision of the overall plan, the departmental team, and the individual objectives, so it will be a valuable process to follow up the whole process of strategy implementation to achieve success.

The United Nations Relief and Works Agency for Palestinian Refugees in the Near East (UNRWA) built a strategic plan to bring clarity to its vision, focusing on what is strategically important, and improve understanding of a rapidly changing environment at its work areas: Gaza, West bank, Jordan, Syria, and Lebanon (UNRWA, 2012). It also had developed an action plan called Field Implementation Plan (FIP) (UNRWA, 2009) to help each area in the implementation process. The FIP is an important plan and each manager and Area Education Officer in Education Department (ED) are supposed to follow up the implementation of this plan in their areas and fields.

Therefore, it will be a challenge to give suitable support to ED in this field, especially in the follow up process. The researcher will focus on designing a follow up model based on Model of Continuous Assessment (MCA). This model is used in software engineering as special case of assessment where information from the development of software process is used actively to facilitate software process assessment and help to monitor software process implementation during project execution (Järvinen, 2000). In education, this model is expected to be used as a continuous feedback process that regularly assesses the internal and external environments (UUMA, 2008). The researcher used MCA as a background for designing a model to follow up the implementation of plans in a proper way. This model will focus on Biennium plan in UNRWA that which is called Field Implementation Plan. And will use it as a template of implementation plan. Consequently, it will serve as a significant base for decision makers to enhance the overall performance of the ED at UNRWA-Gaza field.

1.1 Study Problem

The existence of a strategic plan and quality assurance criteria in an organization does not assure the achievement of the main objectives. Always it is very important to be in the field, follow up each step in the implementation plan, and get feedback on systematic intervals to make the needed adjustments. One of the main important plans - in general- in the ED is the FIP, which should be implemented over two years. According to a pilot interview with the education leaders, the follow up system is not sufficient (Appendix C). Therefore, a model to improve the follow up of the implementation of the FIP in the ED is needed.

According to the researcher's knowledge, few studies use MCA as a method of follow up of the implementation plans. This study will cover this issue, and hopefully will be beneficial to both the local community and to the education field. The main question of this study thus is: *How to improve the follow up of implementation of Biennium FIP at UNRWA-Gaza, Education Department.*

1.2 Study Objectives

1.2.1 General Objective

The general objective of this study is to improve the follow up of implementation for the FIP at UNRWA Education Department in Gaza by designing a Follow up model.

1.2.2 Specific Objectives

The specific objectives of this study are as follows:

1. To explore the current situation of following up the implementation of the FIP.
2. To design a proposed follow up model that can be used to follow up of implementation for the FIP.
3. To create a web based computer program as an implementation of follow up model.
4. To introduce recommendations about follow up of implementation for the FIP in the ED.

1.3 Study Questions

The study main questions are:

1. What is the current situation of follow up of implementation for the FIP.
2. How to improve the follow up of implementation for FIP at UNRWA-Gaza Education Department.
3. What is the structure of the proposed follow up model.

1.4 Study Hypotheses

1.4.1 There is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due to demographic (education area, gender, education level) and organization factors (experience in management, type of school).

1.4.2 There is no significant difference at $\alpha \leq 0.05$ in the reality of component of the follow up system.

1.5 Dependent Variable

The reality of the follow up system of the FIP at UNRWA-Gaza, Education Department.

1.6 Independent Variable

This variable will be the model itself with the following main parts:

1. The awareness of the content of the FIP.
2. Evaluation for the Monitoring and Evaluation (M&E) System Inputs.
3. Monitoring of FIP's Activities.
4. Evaluation for FIP's Outputs.

1.7 Previous Studies

In this section the researcher is going to explore some of the related studies in the field of M&E. The following studies focus on the importance of planning and participation in the process of planning, the benefits from M&E systems, the absent of using the feedback in decision making, importance of web sites in communication between the project manager and the stakeholders, and the challenges facing the M&E systems.

1.7.1 Local Studies

1. Bahloul (2011)

The title of this study is “The Role of Marketing Information System Technology in the Decision Making Process Case Study: The Banking Sector in Gaza Strip “.

Purpose: The main aim of this study was to examine the role of Marketing Information System Technology in the decision making process of the working banks in Gaza Strip.

Methodology: The researcher used the descriptive analytical method in his study. A questionnaire was developed and distributed to 117 respondents from the branch managers, the deputy managers, and the marketing managers of the banks.

Findings: some of the results of this study was that, there are no significant statistical differences among the respondents' answers regarding the role of marketing information systems technology in the decision making process due to gender and educational level.

2. Sharaf (2010)

The title of this study is “The role of planning and production control in developing small industries “. It is a case study for small industries operating in the field of metals, in Gaza Strip for the perspective of senior management.

Purpose: The main aim of this study was to discuss the role of planning and production control in developing small scale industries operating in the fields of metal industries in the Gaza Strip from the perspective of senior management.

Methodology: The researcher made a survey on 134 factories.

Findings: One of the results of this study shows that (74.5%) of the workshops and factories do not have specialized department for administration and management.

So, the absent of planning department leads to many difficulties in implementing many programs especially machine maintenance. This lead to slow growth in these factories.

3. Siam (2010)

The title of this thesis is “Application of Strategic Planning and its Relationship with Performance of on Governmental Organization in the Gaza Strip “.

Purpose: The aim of this study was to identify the implementation of strategic planning and its relationship with the performance of women NGOs in Gaza Strip.

Methodology: The researcher used the descriptive analytical method in his study.

Findings: The most important recommendations of the study are:

- 1- Creating a department for management information systems.
- 2- Creating monitoring and evaluation systems that are clear, written and suitable.

4. El-Shaer (2007)

The title of this thesis was “Barriers of the implementing of the strategic planning for governmental schools' headmasters in Gaza governorates. “

Purpose: The aim of this study is to study barriers of applying strategic planning for the headmasters of governmental schools in Gaza governorates and the ways to overcome them.

Methodology: The researcher used the descriptive analytical method in his study.

Findings: The most important result of the study is the difficulty of predicting the impact of the external variable on the school activities planned for future. Also, this study shows that, no statistically significant differences between the average of all respondents attributable to the sex variable and years of experiences towards strategic planning.

5. El-Lowh A. (2007)

The title of this Dissertation is “Strategic Planning Implementation Obstacles in Palestinian Universities in Gaza Strip”.

Purpose: The main aim of this study was to investigate strategic planning implementation obstacles in Palestinian universities in Gaza Strip .

Methodology: The researcher used the descriptive analytical method in his study and use questionnaire to collect data from the universities councilors, such as the university presidents, their deputies, and Heads of departments, which all count 241.

Findings: 67.78% of the population sample agreed that, the requirements to success strategic planning were available in their universities, but it needed a development. Such development were: the efficiency of information management systems, the efficiency of the university's structure, the availability of strategic planning culture, the importance of controlling the daily work pressure, and the available resources.

6. El-Dajany (2006)

The title of this Dissertation is “The Reality of Strategic Planning at IUG according to Quality Criteria”.

Purpose: This study aims at realizing strategic planning at the Islamic University of Gaza (IUG).

Methodology: The researcher used the descriptive analytical method in his study and used questionnaire to collect data from the university administration and also from the quality and planning team, also the researcher held a workshop for focus group consists of 10 individuals university staff to analyses plan content

Findings: Some of the study recommendations are: Increase the number of the staff that participate in preparing the strategic plan and implementation plan.

1.7.2 Regional Studies

7. El-Dajany (2011)

The title of this thesis is “role of the strategic planning in the quality of the institutional performance in the Palestinian universities “.

Purpose: The main aim of this thesis was to know the role of strategic planning in the quality of the institutional performance and developing the standards of measuring the quality of the institutional performance in the Palestinian universities.

Methodology: The researcher used the descriptive analytical method in his study. The study sample were deans, directors, planning and quality committees at

Islamic University of Gaza (IUG) and Al- Aqsa . The researcher builds a questionnaire and standardized interviews, in order to fulfill the aims of the study.

Findings: The main result of this study is:

the role of strategic planning has great effect on the quality of institutional performance for the Palestinian universities. One of the main recommendations of this study was that the strategic plan should be revised annually in order to be sure that the aim of the university are achieved

8. Abbasy (2004)

The title of this thesis is “The reality of management practices, which are planning, implementation, and evaluation in private universities in Jordan, and its problems from the point of view of administrators and suggested solutions to them “.

Purpose: The main aim of this thesis was to know the reality of management practices, such as planning, implementation, and evaluation in private universities.

Methodology: The researcher used the descriptive analytical method in his study.

Findings: Some of the main results of this study are:

- 1- No impact of qualification on management practices.
- 2- There is clear impact of experience on management practices.
- 3- The main problem in the application of the plans in universities is due to poor follow-up of the implementation plans.

1.7.3 International Studies

9. Goldschmidt, et al. (2012)

The title of the paper is “Designing an Effective EDRMS Based on Alter's Service Work System Model “.

Purpose: the purpose of this study was to develop a framework for Electronic Document and Records Management Systems (EDRMS) as a Service Work System.

Methodology: The authors offered a complementary approach for EDRMS analysis, design and implementation augmenting the Human Computer Interaction (HCI) approach.

Findings: According to the researchers there is a need to build effective and well-managed architectures to offer a platform for analyzing (capture, use, retrieval,

store and disposal) any of corporate information. The researchers emphasized the need to shift the Records Management (RM) orientation from a system domain approach to a service work system model.

10. Singh L. et al. (2011)

The title of the paper is “An Analysis of Business Ethics Perceptions of Central Indian Respondents of Public & Private Sector in India “.

Purpose: the purpose of this study was to measure respondents Personal Business Ethics Scores (PBES) to see if age, gender, education, management experience, and government work experience makes a difference in making more ethical decisions.

Methodology: This research surveyed 232 citizens, managers, and employees in 4 major cities Indore, Bhopal, Gwalior and Jabalpur of Madhya Pradesh

Findings: According to the researchers the higher levels of education did not lead to higher scores in moral maturity, but, the age and more years of management experience do lead to higher scores in moral maturity.

11. Saadatian, et al. (2011)

The title of this paper is “Identifying Strength and Weakness of Sustainable Higher Educational Assessment Approaches”.

Purpose: The main aim of this study was to evaluate both the strengths and weakness of Sustainable Higher Education (SHE) assessment approaches.

Methodology: The researchers depended on archival study technique, content analyses as well as interview to address this objective. The study has tested 18 popular SHE assessment approaches. Those approaches were parts of frameworks, tools, questionnaire kit tools, checklists. The researchers used two theories and three criteria to assess the strength and weakness of and SHE approaches. These theories were: theory of Triple Bottom Line (TBL), and theory of avoiding subjective judgment, criterion of comprehensive, criterion of novelty, and criterion of popularity.

Findings: One of the results of the study was that Sustainability Tracking and Assessment Rating System (STARS) and Campus Sustainability Assessment Framework (CSAF) score the highest and at the top level of satisfying the criteria of

novelty, comprehensiveness, popularity, and TBL in comparison of other SHE assessment approaches.

12. Al-Zu'bi & Judeh (2011)

The title of this study is “to examine the extent to which Ibn Al-Haytham Hospital in Jordan, as a case study, implemented TQM constructs. “.

Purpose: The main objective of this paper was to investigate if there were significant differences in the respondents` perception on TQM implementation due to demographic variables (gender, age, education, and years of experience).

Methodology: The researcher used the descriptive analytical method in his study. A questionnaire was developed and distributed to (250) employees.

Findings: The results showed that there were no significant differences in the respondents` perception on TQM implementation due to gender or age. At the same time, the study results showed that there were significant differences in the respondents` perception on TQM implementation due to education level or years of experience.

13. Oluoch (2011)

The title of this study is “Determinant of effective monitoring and evaluation systems a case study of national youth service empowerment projects (Nairobi region)”.

Purpose: The main objective of this study was to determine factors influencing effective monitoring and evaluation of the National Youth Service (NYS) empowerment projects.

Methodology: The researcher used the descriptive analytical method in his study and use questionnaire to collect data from the managers and supervisors of the projects. The study compared between the effective monitoring and evaluation system and the current system.

Findings: Some of important results are: monitoring and evaluation practices of the NYS fails in the implementation of the practices compared with best practices, most of the best practices were incoherently done and others were not done at all. The challenges faced by NYS that made it hard to effectively monitor and evaluate are, inadequate funds, lack of expertise, and lack of baseline data.

14. Franco (2010)

The title of this paper is “Building a results-based monitoring and evaluation system, 2004–07 “.

Purpose: The main aim was to develop an M&E system that would facilitate progress toward results-based management.

Methodology: The diagnoses of the current situation in SEDESOL-Mexico, by World Bank concluded the following points:

- 1- No linkage between delivery of program products and services to the measurement of results.
- 2- The production of operational information (products), not complemented by information on results (outcomes, impacts)
- 3- No integration between administrative, operational, and management data systems.
- 4- The feedback from the normal reports used neither for managing the program nor for decision making.
- 5- No any relations between strategic, operational, and budgetary planning.
- 6- No any incentives at mid-hierarchical levels to promote results orientation.

Findings: Based on this diagnosis, an M&E system was designed to support results-oriented management. This system contains three parts(M&E System component):

- 1- Evaluation of annual results.
- 2- Impact assessment.
- 3- Pilot implementation of a system of indicators for monitoring focused on results.

From the point view of to the researcher, these components shift the emphasis of traditional management from input to achieving results. Furthermore, a results-based management system is a continuous process which emphasizes that fact that it is better to use any generated relevant, timely, and quality information in decision making. It is very important to make connections among planning, budgeting, implementation and evaluation.

15. Henriques, et al. (2010)

The title of this paper is “The Brazilian Monitoring and Evaluation Network: A Report on the Creation and Development Process “.

Purpose: The main aim of this study was to discuss the background that led to the creation of the Brazilian M&E network and some of its advances and future challenges.

Methodology: Reviewing the plans and documentation about the Brazilian M&E network from 1990.

Findings: Participation of citizens in the process of designing, monitoring, evaluating, and controlling public policy implementation is one of the important points that give great support to the development process of M&E network. Also, participation in decision making was accomplished using forums and councils, which were established specifically to this purpose. The dissemination of organized and structured information to the external environment enhances visibility of M&E network. Knowledge management is an important element for M&E network to track new linkages, increase the possibility of working in a dynamic context, and ensure maintenance and survival. In the creation process of the Brazilian M&E network they depended on a clear objectives and strategies and used several tools to support this network, like:

1- National Seminar:

This annual event helps the stakeholders to describe their projects, exchange experiences, and identify best practices in the field of M&E of public policies.

2- Web 2.0 Platform:

One of the functionalities of this platform is the publication of news on a blog.

3- Outcomes:

To consolidating the networks, The M&E network should construct and update the members’ profiles by monitoring the results in each stage.

4- User Engagement.

16. López (2010)

The title for this paper is “Progress and Challenges of Monitoring and Evaluation Systems in Latin America and the Caribbean”.

Purpose: The main aim of this study was to examine recent progress in the creation or strengthening of monitoring and evaluation systems in Latin America and the Caribbean.

Methodology: The researcher depended on two tools to accomplish his result:

1- “The work conducted by the Inter-American Development Bank’s (IDB) Program to Implement the External Pillar of the Medium Term Action Plan for Development Effectiveness (PRODEV) and the PRODEV Evaluation Tool (PET)” (López, 2010, p. 157) .

2- A conducted survey by PRODEV in late 2009.

Findings: The main results of this paper are:

1- In Latin America and the Caribbean, M&E systems remain one of the weakest pillars of Management for Development Results (MfDR,), therefore, strengthening and consolidating them is very important to the process of MfDR implementation. So, there is a growing interest in building and developing M&E systems.

2- Although many countries have implemented M&E systems, the information generated by these systems is barely used for decision making, but the tendency is to increase its use.

3- Timely, continuous and permanent dissemination of M&E results, will improve coordination among executing bodies, agencies, and institutions responsible for M&E, and make it an input for analysis and decision making.

4- It is very essential to make improvement to the number and quality of human resources assigned to M&E activities, by conducting training sessions and increase the financial resources.

17. Deprez (2008)

The title of this thesis is “Towards monitoring that makes sense: Action study design of a planning, learning and accountability system for a sustainable agriculture program in eastern Indonesia “.

Purpose: One of the thesis aims was to generate “insights into an integrated, learning-oriented monitoring practice which fosters reflective practice, provides feedback to program stakeholders about performance, progress and results achieved, facilitates improved accountability, and generates information and knowledge useful for the program stakeholders to take decisions for improved action” (Deprez, 2008, p. IV).

Methodology: The researcher used document analysis, focus group discussions/interviews, semi-structured interviews and observation to create his system.

Findings: This study emphasis that Monitoring & Evaluation (M&E) systems – if developed well – will be a source of learning for the organization and helping it to response to the complex nature of development processes. Furthermore, the system was built on the “premise that monitoring does not end with gathering data; it also needs to include a process of understanding and deciding how data can be best used and analyzed to strengthen concerted action and facilitate decision-making” (Deprez, 2008, p. IV) .

18. Mark (2007)

The title of this dissertation is “Monitoring and Evaluation Practices and Challenges of Gaborone Based Local NGOs Implementing (HIV/AIDS) Projects in Botswana”.

Purpose: The main aim of this study was to determine how the Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome (HIV/AIDS) projects implemented by NGOs are monitored and evaluated.

Methodology: The researcher used questionnaire to gather data for the study.

Findings: One of the results of this study illustrated that, local NGOs practices in M&E felt short of the best practices of M&E, also they felt that there was inadequate planning for M&E. According to the study, the reasons for this shortage in M&E were inadequate finances, lack of expertise, stringent and multi-donor reporting requirements, and lack of baseline data.

19. Rixon (2007)

The title of this thesis is “A Stakeholder Reporting Model For Semi-Autonomous Public Sector Agencies: The Case Of The Workers' Compensation Agency In Newfoundland, Canada”.

Purpose: The thesis develops a reporting model that can be used by public sector agencies to demonstrate accountability to their stakeholders. The model encompasses three main strands of accountability: financial reporting, performance outcome reporting and stakeholder consultation.

Methodology: The researcher depends on case study methodology and uses the following tools:

- (1) A review of the reporting environment documentation archive.
- (2) Semi-structured interviews with a questionnaire component

Findings: One of the findings related to this research is that: nine of the twelve employers are aware of the strategic plan, this mean that 75% have very good understanding of the strategic plan content.

20. Chin, Yeung, & Pun (2006)

The title of this paper is “Development of an Assessment System for Supplier Quality Management”.

Purpose: One of the main aims was “to describe the development of a web-based system for managing and assessing suppliers”.

Methodology: The researchers developed critical assessment criteria and factors based on literature review and mail survey of manufactures in Hong Kong, to manage supplier quality (MSQ). Also, they used the analytic hierarchy process methodology, self-assessment model to comprise any developed criteria or factors. More over, they asked industry experts to determine the relative weight of these criteria and factors.

Findings: The main results of this study are: identified criteria addressed strategic alliance, supplier development and supplier monitoring. Researchers developed a critical factors encompassed buyer-supplier partnership, technology and information sharing, sourcing strategies, supplier evaluation and motivation, and issues on performance measurement and improvement. A self-assessment model comprising these criteria and factors was developed.

21. Lillis (2005)

The title of the paper is “The Systematic Evaluation of a Strategic Management Program in an Irish Institute of Technology”.

Purpose: This paper aimed to “reports on the systematic evaluation of the effectiveness of a strategic management program in an Irish HEI over a five year period in leading to improvements in institutional performance” (Lillis, 2005, p. 3) .

Methodology: The researcher mixed between many types of data collection methods, include document analysis, the participant observer technique and semi-structured/open ended interviewing.

Findings: The main result of this paper was that practical obstacles in the implementation of plans in universities are due to the weaknesses of monitoring and evaluation from the higher management for the implementation process.

22. Clay (1993)

The title of the thesis is “Participation In and Employee Attitude Toward Organizational Change: a Case Study of Strategic Change at George Pearson Centre”.

Purpose: This thesis aimed to “to determine the factors influencing employees' participation in the strategic change process and their attitudes to it”.

Methodology: The researcher mixed between many types of data collection methods including document analysis of a strategy development process, and self-administered mail questionnaire surveys employees' attitudes toward the strategic change effort and their participation in the planning.

Findings: Some of the thesis results are the participation in strategic planning is according to the role of employee in the organization. Those in professional/management roles report greater opportunity to participate than those in non-professional designations. Feelings of uncertainty about employee’s future in the organization encourage many employees to be worry about the strategic plan. Also, those employees have a prediction about the implementation of the strategic plan to be difficult. One of the recommendations is to encourage employee participation in strategic planning.

1.8 Comments on the Previous Studies

The previous studies focused on the importance of planning, strategic planning and the follow up / Monitoring and evaluation system. Most of these studies emphasis the main obstacles for the implementation of any plan especially strategic plans. For example, the absence of, follow up system, feedback about the results, and the participation from the stakeholders. These studies suggest disseminating information about the whole system, to raise the awareness of the implementation process, and also suggest creating a computerized system to evaluate, monitor and analysis the implementation plan.

As a summary, the main previous studies such as, Sharaf (2010), El-Dajany (2006), El-Dajany (2011), Abbasy (2004), Siam (2010), El-Shaer (2007), El-Lowh A. (2007), and Lillis (2005) emphasis on the role of planning, barriers and obstacles of the implementing strategic planning, the reality of strategic planning and the evaluation of a strategic management. Also, Deprez (2008), Mark (2007), Chin, Yeung, & Pun (2006), Franco (2010), Henriques, et al. (2010), López (2010), and Oluoch (2011), emphasis on the determinant of effective monitoring and evaluation systems, building a results-based monitoring and evaluation system, monitoring and evaluation network, progress and challenges of monitoring and evaluation systems, and monitoring and evaluation practices and challenges. Also, Bahloul (2011), and Goldschmidt, et al. (2012) explain the benefits of information system technology.

1.8.1 Distinction of the Study

All the previous suggestions are included in the suggested follow up model, and more of that, *the model evaluate the inputs, monitor the activities and evaluate the outputs with continuous feedback for all levels of monitoring and evaluation system.*

In the next chapter the study is going to review the literature of monitoring and evaluation systems, and the main tools that were used in the processes of monitoring and evaluation.

CHAPTER TWO

FOLLOW UP AND EVALUATION

- 2.0 Introduction**
- 2.1 Concepts and Definitions**
- 2.2 Monitoring**
- 2.3 Evaluation**
- 2.4 Principles of Monitoring and Evaluation**
- 2.5 Monitoring and Evaluation System**
- 2.6 Effective M&E System**
- 2.7 Tools, Methods and Approaches for M&E**
- 2.8 Monitoring and Evaluation Plan**
- 2.9 Continuous Assessment Model**
- 2.10 Model Designing Tools**

2.0 Introduction

Doing something wrong is not a crime. Failing to get feedback from past mistakes because you are not following up is. (Shapiro, 2001). If the organization wants to "make a difference", following up will help to review progress, determining problems in planning and/or implementation, and suggest adjustments (Shapiro, 2001). The main aim of this chapter is to build a theoretical background of the designed model of following up. The researcher will explain concepts, definitions used, principles of following up, main models of following up and will suggest a guidelines for how to plan to follow up.

2.1 Concepts and Definitions

Worthwhile to note that, the use of the term "follow up" and "monitoring" refer to the same tasks in general (Kent, 2011), but the term monitoring is used in a wide manner, since it is one of main management functions (Gallie, 2009). UNDP (2001) uses "follow up" as a way to track the implementation. At the same time NAIP (2007) uses it as actions used after implementation. Morrison-Saunders & Arts (2004) use monitoring and evaluation as internal steps of following up process. Dillon (2010) sees that follow up is a continuous monitoring of the activities by the project implementers, and possible improvements to the existing project and defined it as "the monitoring and evaluation of the impacts of a project or plan for management of, and communication about the performance of that project or plan". Morrison-Saunders & Arts (2004, p.3) define follow up as "an umbrella term for various activities, including: monitoring, auditing, ex-post evaluation, post-decision analysis and post-decision management". Now, it is very important to focus on Monitoring and Evaluation terms in order to try cover the subject from all sides.

2.2 Monitoring

The main goal of monitoring is "to ensure the systematic assessment of performance and progress of the implementation plan toward achievement of required outcomes" (UNDP, 2001, p. 5). NAIP (2007, p.7) defined monitoring as "a continuous assessment of project implementation in relation to agreed schedules, use of inputs, infrastructure and services provided by project beneficiaries". Quang (2005, p.2) defines

monitoring as "to regularly examine, speed up and supervise the implementation of project activities". As an important part of management, SAMDI (2007, p.13) defines monitoring as "an integral part of day-to-day operational management to assess progress against objectives". UNICEF (2000, p.2) defines monitoring as "the periodic oversight of the implementation of an activity which seeks to establish the extent to which input deliveries, work schedules, other required actions, and targeted outputs are proceeding according to plan, so that timely action can be taken to correct deficiencies detected". Haims, et al. (2011, p.81), define monitoring as "routine measurements to detect changes in status". Monitoring can be defined as "the ongoing process by which stakeholders obtain regular feedback on the progress being made towards achieving their goals" (UNDP, 2009, p. 8). An other references define monitoring as the routine tracking/collection and analysis of key element or indicators or priority information for a project/plan and its input, outputs, outcomes and impacts (SANA, 2000), (IFAD, 2002), (UNDP, 2008), (WHO, 2009), (IFRC, 2011).

As a conclusion, monitoring can be summarized as an on-going process of collecting and analyzing data to measure performance (URP, 2011).

From all the pervious definitions, the most one which is fully related to the aim of this study are the definitions that defined monitoring as "continuous assessment", "periodic oversight of the implementation", and "routine collection of key elements". These definitions are compatible with Model of Continuous Assessment, the model that will be the base of creating the suggested follow up model.

2.3 Evaluation

The main purpose of evaluation is "the assessment of relevance, performance efficiency and impact (both expected and unexpected) of the project in relation to stated objectives" (NAIP, 2007, p. 7). Evaluation is "the episodic assessment of the change in targeted results that can be attributed to the program or project intervention" (UNDP, 2008, p. 33). According to WHO (2009, p.vii), evaluation is "the rigorous, scientifically-based collection of information about program/intervention activities, characteristics, and outcomes that determine the merit or worth of the program/intervention. SAMDI (2007, p.13) defines evaluation as "a decision-making tool to be incorporated into the planning cycle and the performance management of government". From strategic point view evaluation is" the comparison of actual

project impacts against the agreed strategic plans" (Shapiro, 2001, p. 3). Finally, IFRC (2011, p.13), defines evaluation as "an assessment of, as systematic and objective as possible, of an ongoing or completed project, program or policy, its design, implementation and results".

Now, it is very important to explain the most related definition to the aim of this study. The researcher will depend on the definitions that define Evaluation as "Assessment", and "a decision-making tool". These definitions will help to understand two main parts of the created follow up model; the first is the evaluation of inputs, and the second is the evaluation of outputs.

2.4 Principles of Monitoring and Evaluation

Monitoring and Evaluation (M&E) are support activities that are intended to enhance the work of those involved in project management and implementation (CRS, 2011). M&E are vital learning and management tools for improving current and future program planning, implementation and decision-making (Kent, 2011), (UNICEF, 2000), and play complementary role (NAIP, 2007). Table (2.1) presents complementary roles for monitoring and evaluation as proposed by Alex & Byerlee (2000).

Table (2. 1): Complementary Roles for Monitoring and Evaluation

NO.	MONITORING	EVALUATION
1-	Routine collection of information.	Analyzing information.
2-	Tracking project implementation progress.	Ex-post assessment of effectiveness and impact.
3-	Measuring efficiency.	Measuring impacts.
4-	Question "Is the project doing things right?"	Question "Is the project doing the right things?"
5-	-	Confirming project expectations.

Source: (Alex & Byerlee, 2000).

M&E structures, systems and processes should be built into strategic planning system from the design phase, and implemented through the lifetime of the strategic plan. The information generated from monitoring differs from the evaluation, since each of them relies on different methodological approaches (Kent, 2011). Table (2.2) summarizes links between monitoring and evaluation as suggested by Kent (2011), WHO (2009), and SAMDI (2007) .

Table (2. 2): Links Between Monitoring and Evaluation

No.	Dimension	Monitoring	Evaluation
1-	Frequency	Periodic, occurs regularly.	Episodic
2-	Function	Tracking/ oversight.	Assessment/ Judgment / Learning.
3-	Purpose	Improve efficiency; provide information for reprogramming to improve outcomes.	Improve effectiveness, impact, and value for money, future programming, strategy and policy making.
4-	Focus	Inputs, outputs, processes, work plans (operational implementation).	Effectiveness, relevance, impact, cost-effectiveness (population effects).
5-	Methods	Routine review of reports, registers, administrative databases, field observations.	Scientific, rigorous study design, complex and intensive.
6-	Information Source	Routine or surveillance system, field observation reports, progress reports, rapid assessment, program review, meetings	Same sources used for monitoring, plus population-based surveys, vital registration, special studies
7-	Cost	Consistent, recurrent costs spread across implementation period.	Episodic, often focused at the midpoint and end of implementation period

Source: (Kent, 2011; WHO, 2009 ; SAMDI, 2007)

What monitoring and evaluation have, in common, is that they are geared towards learning from what you are doing, and how you are doing it, by focusing on: efficiency, effectiveness and impact (URP, 2011). In practice, monitoring and evaluation are difficult to be separated and can be defined together as “a continuous process of collection, analysis, and use of data” (Alex & Byerlee, 2000, p. 3). In M&E it is essential to understand the differences between project inputs, outputs, outcomes, and impact. These are all called program logic of intervention (SAMDI, 2007) or levels of the M&E framework (UNAIDS, 2002).

Logical framework

The logframe or logical framework is a matrix that specifies what the project is intended to achieve (objectives) and how this achievement will be measured (indicators) (IFRC, 2011). The main components of logframe are inputs, processes, activities, outputs, outcome and impact.

1. Inputs:

Inputs are the financial, human, and material resources used in a program/intervention (WHO, 2009), or what we use to do the work (SAMDI, 2007).

2. Processes:

Processes describe the methods and approaches used for the program (Gallie, 2009).

3. Activities:

Activities are actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources, are mobilized to produce specific outputs (Mackay, 2007).

4. Outputs:

Outputs are the results of program/intervention activities; the direct products or deliverables of program/intervention activities (WHO, 2009). Outputs describe the concrete and tangible products, capital goods and services which result from a development intervention, as well as the occurrence of the activities themselves (Gallie, 2009), (Mackay, 2007), and (IFRC, 2011).

5. Outcome:

Outcome short-term and medium-term effect of an intervention's outputs, such as change in knowledge, attitudes, beliefs, and behaviors (WHO, 2009), (Mackay, 2007). In addition, outcomes "describe the changes that occur that can be attributed, at least in part, to the program process and outputs" (Gallie, 2009, p. 13).

6. Impact:

"Positive and negative, primary and secondary long-term, cumulative effect of programs/interventions directly or indirectly, intended or unintended over time on what they ultimately aim to change" is known as impact (WHO, 2009), (Mackay, 2007). Impact illustrates total changes that occur where the program is one of many contributing factors, (Gallie, 2009).

2.5 Monitoring and Evaluation System

The M&E system is "a set of organizational structures, management processes, standards, strategies, plans, indicators, information systems, reporting lines and accountability relationships", which enables the main stakeholder to do their M&E functions effectively (Presidency, 2007, p. 4). In addition, The M&E system is an organizational culture and other enabling conditions which will decide whether the feedback from the M&E functions affected the organization's decision-making, learning and service delivery, (Presidency, 2007). The M&E system provides the information needed to assess and lead project strategy, ensure applicable operations, and meet internal and external reporting requirements (Chaplowe, 2008).

To assess the quality of a M&E system, there is no single, known industry standard. However, some key criteria are summarized below: (IFAD, 2002), (IFRC, 2011).

1. **Utility:** The suggested M&E system will serve the practical information needs of stakeholders, or simply must be useful and used.
2. **Feasibility:** All parts of M&E system are realistic, practical and cost-effective.
3. **Propriety/ Ethics and Legality:** The M&E activities should be conducted in legal and ethical manner in the way that achieving the welfare for any one affected from its results.
4. **Accuracy:** The M&E outputs will expose and express technically adequate information.

5. **Transparency:** This means that each one of the M&E activities should reflect an attitude of openness and transparency.
6. **Participation:** Stakeholders should be involved in the evaluation process when it is related to their interest.

2.6 Effective M&E System

"Effective M&E is based on a clear, logical pathway of results, in which results at one level are expected to lead to results at the next level, leading to the achievement of the overall goal" (UNAIDS, 2002, p. 5). There are some agreements between many resources (e.g. (WHO, 2009), (Kent, 2011), (IFRC, 2011), (SAMDI, 2007), (CRS, 2011), (UNICEF, 2005), (Chaplowe, 2008), (UNAIDS, 2002) for the main component of effective M&E system, which can be summarized as follow:

2.6.1 Human Resource Capacity

To support an effective M&E system, there should be skilled human resources at all levels. Staff with M&E responsibilities must have the knowledge, skills, tools, and support to carry out their relevant tasks.

2.6.2 Collaboration

To success, achieve results and build ownership in M&E system, all stakeholders should involve in the development.

2.6.3 Goals

"Goal setting is the first step toward successful goal achievement" (Celes, 2012, p. 1).

2.6.4 Indicators

"An indicator is a statistic or measure which is linked to a goal or important issue or policy concern" (Swinburne, 2006, p. 1). It is very essential to create a set of priority core indicators for M&E system to measure the achievement in different levels.

2.6.5 Data Collection and Analysis

To generate the data needed for decision-making, the M&E system should structure to ensure the most efficient use of resources.

2.6.6 Data Dissemination and Use of Results

It is very important to know how the data should be disseminated and also how information can be used in each level for improvement.

2.6.7 Adequate Financial Resources

According to global fund a budget for M&E, should be about 10% of total program budget (The Global Fund, 2008). Developing an annual costed M&E work plan including specified and costed M&E activities of all relevant stakeholders and identified sources of funding is an essential process.

2.7 Tools, Methods and Approaches for M&E (World Bank, 2004), (Mackay, 2007)

"Some of these tools and approaches are complementary, some are substitutes. Some have broad applicability, while others are quite narrow in their uses" (World Bank, 2004, p. 5). A range of considerations should be taken into account in the process of choosing the appropriate tool, method or approach. These include the uses for which M&E is expected, the interested stakeholders for M&E findings, the speed with which the information is needed, and the cost (James & Miller, 2005).

2.7.1 Performance Indicators

Performance indicators intended to measure achievement in each of project levels by measuring of inputs, outputs, outcomes and impacts of project activities. On the other manner performance indicators can be used to recognize problems, which will support decision makers to take a corrective action in the appropriate time.

2.7.2 The Logical Framework (LogFrame) Approach

It is a management tool used to facilitate planning, execution and evaluation of each of the project level. It involves identifying strategic elements (inputs, outputs, outcomes, impact) and determines their relationships, indicators and any related information which may be a causal of success or failure.

2.7.3 Theory-Based Evaluation

This tool allows a much more in-depth understanding of the workings of a program or activity than the logical framework approach. It does not assume simple linear cause and effect relationships.

2.7.4 Formal Surveys

Any kind of formal surveys can be used to collect comparable information for a relatively large number of people in specified target groups, such as (World Bank, 2004, p. 13):

- a) **Multi-Topic Household Survey/Living Standards Measurement Survey (LSMS):** This is a multi-subject integrated survey that provides a means to gather data on a number of aspects of living standards to inform policy.
- b) **Single-Topic Household Surveys:** This Concentrates on specific range of issues in more depth.
- c) **Core Welfare Indicators Questionnaire (CWIQ):** This is a household survey that measures changes in social indicators for different population groups.
- d) **Client Satisfaction/Service Delivery:** This is used to assess the performance of government services based on client experience.
- e) **Citizen Report Cards:** This type of surveys is used widely by NGOs to investigate the extent of corruption encounter by ordinary citizens.

2.7.5 Rapid Appraisal Methods

Rapid appraisal methods are fast, low-cost ways to gather the required information and get feedback of beneficiaries and other stakeholders. There are five types of rapid appraisal methods as follows (World Bank, 2004, p. 15):

- a) **Key Informant Interview:** This is a series of open-ended questions posed to individuals selected for their knowledge and experience in a topic of interest.
- b) **Focus Group Discussion:** This is a facilitated discussion among 8–12 carefully selected participants with similar back-grounds.
- c) **Community Group Interview:** This is a series of questions and facilitated discussion in a meeting open to all community members.
- d) **Direct Observation:** This is the use of a detailed observation form to record what is seen and heard at a program site.

- e) **Mini-Survey:** This is a structured questionnaire with a limited number of close-ended questions that is administered to 50–75 people.

2.7.6 Participatory Methods

All the stakeholders at different levels, working together to identify problems, collect, analysis information and involved in decision-making (World Bank, 2004).

2.7.7 Public Expenditure Tracking Surveys (PETS)

PETS track the flow of public funds and determine the extent to which resources actually reach the target groups (World Bank, 2004).

2.7.8 Cost-Benefit and Cost-Effectiveness Analysis

"Cost-benefit and cost-effectiveness analysis are tools for assessing whether or not the costs of an activity can be justified by the outcomes and impacts" (World Bank, 2004, p. 20). Cost-benefit analysis assesses both inputs and outputs in financial terms. Cost-effectiveness analysis evaluates inputs in monetary terms and outcomes in non-financial quantitative terms (such as improvements in student writing scores).

2.7.9 Impact Evaluation

"Is the systematic identification of the effects – positive or negative, intended or not – on individual households, institutions, and the environment caused by a given development activity such as a program or project" (World Bank, 2004, p. 22). Impact evaluation helps in understanding if the activities reach the minimum or the maximum of their effects on people's welfare. Impact evaluations can range from large scale sample surveys in which project groups and control groups are compared before and after, and possibly at several points during program implementation to small-scale rapid assessment and participatory appraisals where evaluations of impact are acquired from combining group of interviews, stakeholders, case studies and available secondary data.

2.7.9.1 Models of Impact Evaluation

a) Randomized Pre-Test Post-Test Evaluation

In this model questionnaire or other data collection tools are applied to project and control groups, with randomly assigned to any subjects (families, schools, communities etc.) before and after the project intervention. Additional observations may be made during the project implementation.

b) Quasi-Experimental Design with Before and After Comparisons of Project and Control Populations

In this model, randomization is not possible, a project group and a control group are selected carefully with matched characteristics as closely as possible.

c) Ex-Post Comparison of Project and Non-Equivalent Control Group

In this model data are only collected after the end of project implementation. As in model (b) there are two groups, but the control group is not equivalent to project group. "Multivariate analysis is often used to statistically control for differences in the attributes of the two groups" (World Bank, 2004, p. 24).

d) Rapid Assessment Ex-Post Impact Evaluations

This Model may allow studying only the groups affected by the project. Participatory methods can be used to allow groups to determine any changes resulting from the project. Also, Triangulation may be used to compare the group information with the opinions of stakeholders and information available from secondary sources.

2.8 Monitoring and Evaluation Plan, (James & Miller, 2005), (Kent, 2011), (Evaluation Toolbox, 2011)

The M&E plan is an essential document developed in consultation with all major stakeholders and describes the M&E system, and the costed actions needed to strengthen it over a set period of time (The Global Fund, 2008). It summarizes performance indicators information in a table, with all required data, with its sources and also it explains the collection methods for the data according to specified schedule. It is highly recommended to develop M&E plan by those who will use it (IFRC, 2011), (James & Miller, 2005).

2.8.1 The main components of M&E plan

The main component of M&E plan can be listed as follows:

- 1- Monitoring and Evaluation Coordination
- 2- Indicator Measurement Framework
- 3- Routine Data Collection.
- 4- Data Management.
- 5- Data Quality Assurance Mechanisms.

- 6- Program Review, Evaluation and Surveys.
- 7- Human Resource Capacity Building.
- 8- Costed Monitoring and Evaluation Work Plan.
- 9- Monitoring and Evaluation Budget.
- 10- Information Products, Dissemination and Use.

2.8.1.1 Monitoring and Evaluation Coordination

Coordination between many stakeholders in managing and implementing of M&E system is required (Kent, 2011), (James & Miller, 2005). In this section of M&E plan, the coordination mechanisms, including management structure, role partners and M&E follow up mechanisms should be described carefully. The arrangement and synchronization of indicators and reporting periods/schedules should be included.

2.8.1.2 Indicator Measurement Framework

In this section all indicators should be presented with the following information (Kent, 2011), (James & Miller, 2005):

- 1- The definition of indicators.
- 2- Baseline data (basic information).
- 3- Identification of the target, according to the frequency of measurement.
- 4- Methods of data collection.
- 5- Periods of data collection.
- 6- Data collection and reporting person or agency responsible.

2.8.1.3 Routine Data Collection

It is very important to know how and when the organization will collect data for each indicator, with a description of each of the following components suggested by Kent (2011), JAMES&MILLER (2005):

- 1- Routine data (output indicators) that will be collected and reported routinely from low level to high level in the M&E system structure.
- 2- Data collection and reporting tools.
- 3- Feedback procedures including a schematic map of report flow through the M&E system levels.

2.8.1.4 Data Management

This section should describe the infrastructure and facilities available for data management including data collection, storage, processing and analysis.

2.8.1.5 Data Quality Assurance Mechanisms

This section should have a description of the procedures and tools that will be used for assessing quality of data; and the schedule of data verification methods.

2.8.1.6 Program Review, Evaluation and Surveys

This section is important for determining a program's overall performance, cost-effectiveness and impact.

2.8.1.7 Human Resource Capacity Building

Here, during the M&E plan development, the M&E human resource capacity should be identified and gaps should be mentioned. The strategy should be illustrated for the overall improvement over the plan's life span.

2.8.1.8 Costed Monitoring and Evaluation Work Plan

Five to ten percent of the total program budget should be used for M&E activities. This is recommended by Global Fund, (2008) including efforts to strengthen M&E systems. For each activity in M&E system the work plan should include:

- 1- Implementation Timeline.
- 2- Entity responsible for implementation.
- 3- Predictable budget.
- 4- Funding source.
- 5- Gap between estimated budget and identified financial resources.

2.8.1.9 Monitoring and Evaluation Budget

This part should have a brief budget that summarizes cost estimates for the life of the M&E plan.

2.8.1.10 Information Products, Dissemination and Use

After collecting and analyzing the data, it should be used to help decision making and to increase the efficiency and effectiveness of the whole M&E system. Systematic feedback mechanism should be used to ensure that all relevant stakeholders have the required information in the correct time. In this part, there should be a

description of the types of products and publications that will be used to share the information collected by the program, such as periodic reports for example, also the mechanism of information dissemination that will be used, such as, meetings or websites (James & Miller, 2005).

2.9 Continuous Assessment Model

2.9.1 Introduction

Continuous Assessment (CA) is a common term in education and software engineering fields and known as *continuous feedback* in physiotherapy. Here, this term will be modified to be implemented in management field with saving of its methodology in theory and implementation. As an introduction, I will explain the definition and purpose of CA and focus on its importance and benefits, after that, some of assessment types will be stated generally.

2.9.2 Concepts and Definitions

In education CA was defined by Ehiamentor (1983, p.29) as “the monitoring of the progress of a student through classroom evaluation”. Also CA is “Finding out what pupils know, understand and can do” (Plessis, 2003, p. 4). Furthermore it is defined as “a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils” (USAID’s EQUIP1, 2003, p. 1). In software engineering, CA is defined as “a frequently updated structured view of process capability against a reference model” (Järvinen, 2000, p. 41)

2.9.3 Advantages of Continuous Assessment

According to UUMA (2008), Järvinen (2000), Quansah (2005), and NIED (1999) the following are the advantages of continuous assessment:

1. Provides a clear visibility of any process.
2. Improves the ability to detect any process deviations.
3. At the same time of actual experience, the observations should be made and feedback should be gathered .
4. CA implementation time is short in related to other assessment types.
5. Can easily managed after implementation
6. Improve both the validity and reliability of the results.

7. Create efficient learning and work habits.
8. Fosters cooperation between the stakeholders.
9. Diagnoses stakeholders' strengths and needs.

2.9.4 Problem of Continuous Assessment

The main problem is the cost of its preparation or setup.

2.9.5 Steps for applying Continuous Assessment

There are six main steps for conducting CA. Before beginning in these steps, there are two prerequisites. The first prerequisite is to conduct at least one overall assessment. The second prerequisite is the planning for goal-oriented measurement (Järvinen, 2000).

2.9.5.1 The six steps to apply continuous assessment:

The six steps to apply continuous assessment are:

(Järvinen, 2000, p. 52)

1. Select processes to be examined.
2. Construct or update measurement goals.
3. Define indicators for process existence and capability.
4. Construct or update measurement plans.
5. Collect data and assess selected processes.
6. Analyze results and do corrective actions.

2.9.6 Assessment Types

In addition to CA, there are three types of assessment these are:

1. Overview Assessment.
2. Full Assessment.
3. Focused Assessment.

2.9.6.1 Overview Assessment

This type of assessment occurs in long time interval, (e.g. every other year). The result of this assessment may show which processes are exist but will not reveal the capability level of those processes.

2.9.6.1.1 Advantages of Overview Assessment

The following are some of the advantages of the Overview Assessment:

- a) Provides a good overview of processes in the organization, especially if much time has passed since the last assessment.
- b) Low cost assessment to determine the existence of processes
- c) Fast and easy way to find missing or incomplete processes within the organization.

2.9.6.1.2 Problems of Overview Assessment

Here down are some of the problems that overview Assessment may bring about.

1. It does not measure how well the processes are being performed.
2. It does not explain the process weaknesses.

2.9.6.2 Full Assessment

In this type of assessment, each process is examined in great detail.

2.9.6.2.1 Advantages of Full Assessment

It provides very detailed information from each process

2.9.6.2.2 Problems of Full Assessment.

1. It is usually too expensive and time-consuming to perform.
2. It improves only few issues at a time in an organization, since many processes will be outdated or obsolete at the time when improvement planning and implementation for those processes will actually be done.

2.9.6.3 Focused Assessment

This type of assessment is used to support an improvement program. As the first step of focused assessment, is to implement an overview assessment, which provides a recommendation for it. Focused assessment concentrates on one process with the synchronization with an overall improvement plan.

2.9.6.3.1 Advantages of Focused Assessment

1. Focuses on the important processes in the organization.
2. Provides detailed information to help build and drive the improvement program.
3. Save the time, since it does not assess irrelevant processes.

2.9.6.3.2 Problems of Focused Assessment

1. When the organization goals are not clear, it can be difficult to determine the important process.
2. If the process is not focused properly, it may need high costs.

2.9.7 Continuous Assessment related to other Assessment types

Figure (2.1) explains the position of CA related to other assessment. If there is increasing in numbers of assessment in specific time span for specific processes, the assessment will be CA.

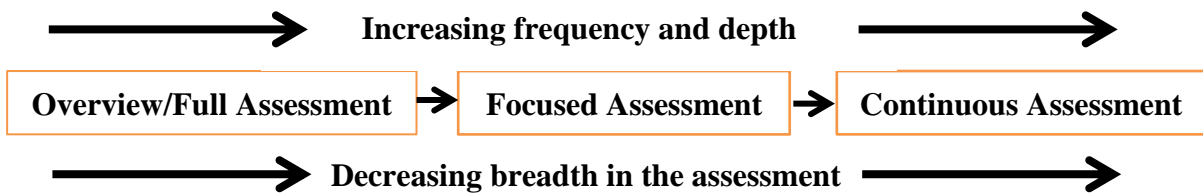


Figure (2.1): Assessment Types

2.10 Model Designing Tools

According to the previous theoretical part, The main tools that will be used in the suggested model of follow up are: logframe, effective M&E system items, M&E plan, and rapid appraisal methods with the methodology of CA .

In the next chapter, the planning, strategic planning, and the models of strategic planning will be reviewed, since it is very important to know the position of the implementation plan and M&E plan in the strategic plan.

CHAPTER THREE

STRATEGIC PLANNING

3.0 Introduction

3.1 Concepts and Definitions

3.2 Different Kinds of Plans

3.3 Strategic Planning

3.4 Long-range Planning Not Strategic Planning

3.5 Strategic Planning in Non-profit Organizations

3.6 Strategic Planning Models

3.7 Strategic Planning and follow up

3.8 Strategic Planning in UNRWA

3.0 Introduction

"The need for a strategic plan for non-profit organizations is, today, more critical than ever before" (Performance Stream, 2007, p. 2). Strategic planning enables the organization to form strategy, make decisions, assign resources, and manage programs safely, effectively, and efficiently (NASA, 2000). This can be done if all individuals in the organization are involved in the implementation process as a whole otherwise the plan is destined for failure (SLA, 2001).

Organization size is the main factor that affects how it will carry out various steps and associated activities in strategic planning. This is true whether the organization profit or non-profit. In general, the main strategic planning activities in non-profit organization focus on matters of board development, fundraising and volunteer management. But in profit organization, strategic planning activities focus more on activities to maximize profit (Carter McNamara, 2008).

Accordingly, this chapter will explain the main concepts and definitions related to strategic planning, generally, and what are the evaluation criteria for actions. Then explains the main characteristic of strategic planning in non-profit organization. After that, it focuses on strategic planning models, especially applied strategic planning. Finally, this chapter explains the strategic planning in UNRWA.

3.1 Concepts and Definitions

Plan is "a written account of intended future course of action (scheme) aimed to achieving specific goal(s) or objective(s) within a specific timeframe". It explains in detail what needs to be done, when, how, and by whom, and often includes best case, expected case, and worst case scenarios". (Business Dictionary, 2012).

As a related concept, **planning** is "a basic management function involving formulation of one or more detailed plans to achieve optimum balance of needs or demands with the available resources". (Business Dictionary, 2012). Also, Mintzberg (1994, p.12), defines planning as "a formalized procedure to produce and articulate result, in the form of an integrated system decisions". It is very essential to define the long range planning, which is defined as a process "focuses on what an organization will look like over a given period of time" (NSPC, 2010).

Now it is appropriate to define what a **strategy is**. A strategy is "a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem (Business Dictionary, 2012). According to Porter (1996, p.68) strategy is "the creation of a unique and valuable position, involving a different set of activities". Moreover, Wheelen and Hunger (2008, p. 14) define a strategy as "a comprehensive plan that states how a corporation will achieve its mission and objectives". Furthermore, Grant (2008, p.17) defines a strategy as "the means (plans, policies and principles that guide and unify a number of specific actions) by which individuals or organizations achieve their objectives".

When combine strategy and planning, a new acronym will be created; strategic planning. **Strategic planning** is defined by Fox (2002, p.1) as "a method of establishing and maintaining a sense of direction so that you can work consistently toward predefined goals". Bryson (2011) suggests that the strategic planning is a disciplined effort to produce fundamental decisions and actions which shape and guide what an organization is, what it does, and why it does it, with a focus on the future. Olsen (2006) states that the strategic planning is a process which creates the strategic plan.

It is very essential here to define strategic management which in general is similar to strategic planning, but, each one is used in separate field, since strategic planning is used normally in business field, and strategic management is used in academic field. **Strategic management** is defined as " set of managerial decisions and actions that determines the long-run performance of a corporation" (Wheelen & Hunger, 2008, p. 3). Or, it is defined as "the set of decisions and action that result in the formulation and implementation of plans designed to achieve a company's objectives" (Pearce & Robinson, 2003, p. 3).

In this context, it is very essential to define a policy and a process. Pearce and Robinson (2003, p.13) define policies as "broad, precedent-setting decisions that guide or substitute for repetitive or time-sensitive managerial decision making", and define process as "the flow of information through interrelated stages of analysis toward the achievement of an aim".

Finally, according to Chakroborty (2008, p.3) **strategic plan** is "a statement of long-term goals along with a definition of the strategies and policies, which will ensure achievement of these goals".

In this study, the term strategic planning will be used to mean a process to create a strategic plan (vision, mission, strategic objectives, strategies and policies) in order to achieve the UNRWA goals. Also, the strategic plan is UNRWA's strategic plan for the years from 2011 to 2015.

3.2 Different Kinds of Plans

According to many criteria such as time, purpose, and levels many kind of plans (Stacey, 2003), (NSPC, 2010), (KKF, 2010) can be defined, but here, the focus will be on plans created by organization according to the management level of decision making, such as corporate plan, business unit plans and operation plans.

3.2.1 The Corporate Plan

From its name it involved any activities or business related to the corporate. This type is created by the higher level management.

3.2.2 Business Unit Plans

Each unit in a corporation should have its plan. This plan is emerged from the corporate plan to achieve the performance objective set by corporate level.

3.2.3 Functional and Operational Plans

Just like business unit plans with the corporate plan. This type is used to set out the actions and tactics which will be used to achieve the main objectives of business unit plans.

3.2.4 Evaluation Criteria for Actions

Managers need to know whether or not a specified sequence of actions will lead to a particular future state, and which will produce some target measure of performance. Using specific criteria will enable managers to judge about the outcomes of their proposed actions before they take those actions. There are three very widely proposed sets of criteria for doing this:

a) Acceptability or Desirability

In order to know which strategies have to be acceptable, there are at least three claimed opinions. **Firstly**, owners and creditors must accept the performance in financial terms. **Secondly**, most powerful groupings within an organization must accept the strategy according to the importance of it in terms of their expectations and impact on their power positions and cultural beliefs. **Thirdly**, external powerful groups must also accept the strategy in terms of importance to them.

b) Feasibility.

Strategies must be feasible. It means that there must be no challenging obstacle to implementing these strategies.

c) Suitability or Fit.

Strategic logic is very essential to any strategy. Strategic logic means that a suggested sequence of actions is fully related to organization's objectives and also matches its capabilities (including structure, control systems and culture) in relation to its environment. The analytical techniques are used to determine the strategic logic of a sequence of actions: Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, industry structure and value chain analysis are available analytical techniques.

a- SWOT Analysis: This analysis lists all of the organization's strength and weaknesses which are related to its resources and capabilities. In the same time this analysis list also the opportunities and threats related to its outside environment. According to Grant (2008, p.13), this classification "is less important than a careful identification of these external and internal factors followed by and appraisal of their implications".

b- Industry Structure and Value Chain Analysis: "refers to an in-depth examination of key factors within a corporation's task environment" (Wheelen & Hunger, 2008, p. 73). Porter (1980), changes the form of the classical economic theories into a framework that depend on analyzing the nature of competitive advantages and power of a company in the market. In this methodology five competitive forces used to determine sustainability of industry profitability. They are "rivalry among existing firms, threat of new

entrants, threat of substitute products or services, the bargaining power of buyers and the bargaining power of suppliers". (Porter, 1980, p. 4)

3.3 Strategic Planning Tasks

"A strategy reflects a company's awareness of how, when, and where it should compete; against whom it should compete; and for what purposes it should compete", (Pearce & Robinson, 2003, p. 2). So a company needs to deal effectively with everything that affects the growth and profitability. Executives in any company need to maximize the anticipation of environmental changes and of unexpected internal and competitive demands. This can be done using strategic planning, which comprises nine critical tasks (Pearce & Robinson, 2003):

- 1- Prepare the company's mission.
- 2- Analysis the company's internal conditions and capabilities.
- 3- Evaluate the company's external environment.
- 4- Study the company's options by matching its resources with the external environment.
- 5- Evaluate each option in light of company's mission and identify the most desirable one.
- 6- Choose a set of long-term objectives and grand strategies that will achieve the most desirable options.
- 7- Develop annual objectives and short-term strategies in the light of the selected set of long-term objectives and grand strategies.
- 8- Implement the strategic choices by means of budget resources allocation in which the matching of tasks, people, structures, technologies, and reward systems in emphasized.
- 9- Evaluate the success of the strategic process as an input for future decision making.

As these nine tasks indicate, strategic management involves the planning, directing, organizing, and controlling of a company's strategy-related decisions and actions. Bryson (2011, p. 444), share Pearce & Robinson (2003), in the main strategic planning process model, but in ten steps:

1. Initiate and agree on a strategic planning process
2. Identify organizational mandates

3. Clarify organizational mission and values.
4. Make SWOT analysis.
5. Identify the strategic issues facing the organization
6. Formulate strategies to manage the issues.
7. Review and adopt the strategic plan or plans
8. Establish an effective organizational vision.
9. Develop an effective implementation process.
10. Reassess strategies and the strategic planning process.

Figure (3-1), introduces basic strategic planning idea. It summarizes the main components of strategy planning in general. Part **A** represents where you are, part **B** is represents where you want to go, and part **C** represents how to go from part A to part B.

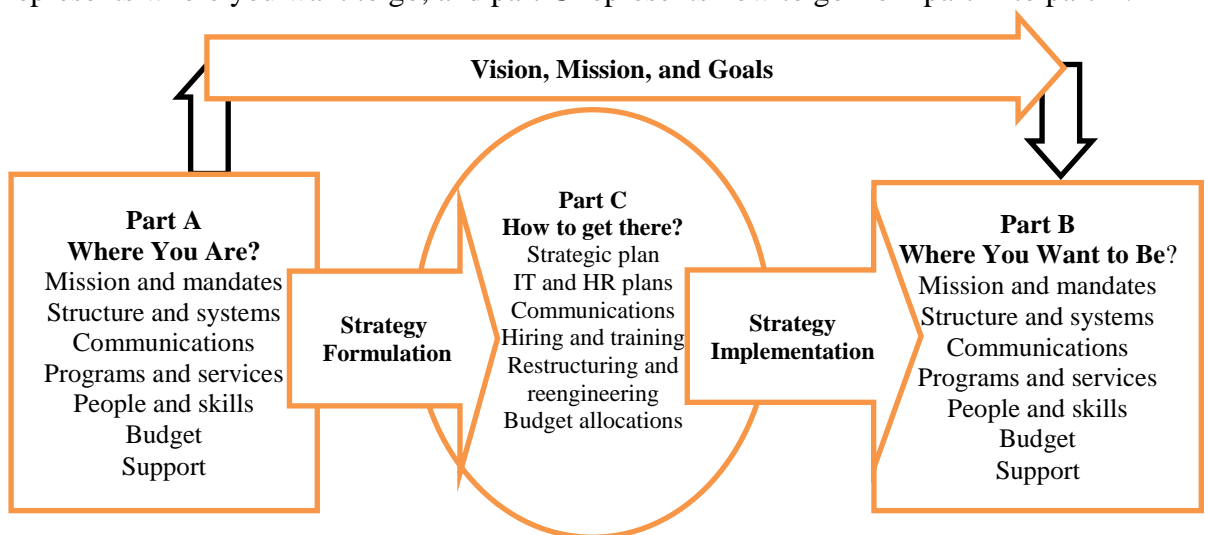


Figure (3.1): Basic Strategic Planning Idea,

Source: (Bryson, 2011)

Any Manager or leader should understand all parts as they formulate, clarify, and resolve strategic issue, such as the fundamental policy choices or challenges the organization has to face. Parts A&B (where you are & where you want to be) represent the organization's existing or new mission, structure and systems, communications, people and skills, relationships, programs and services, budgets, and further supports. The strategic plan, Information Technology (IT) and Human Resources (HR) plans, ways to redesign, reengineer or restructure, budget allocations and any methods for change, exist in part C. The process to get from part A to part C is called strategy formulation, whereas the process to get from part C to part B is called strategy implementation. Also, it is important to explain the basic strategic planning process from the view of the relationship between the project management and strategic

planning. According to Kerzner (2001), the relationship between project management and strategic planning can best be seen from Figure (5-2).

3.3.1 Levels of Decision Making

There are three levels of decision making in any firm. The first level is at the top of the three levels and is called corporate level. In this level, a board of directors, the chief executive and administrative officers are responsible for the firm's financial performance and for the achievement of nonfinancial goals, such as enhancing the firm's image and fulfilling its social responsibilities (Pearce & Robinson, 2003).

The middle level of decision-making is called business level. In this level, business and corporate managers must convert the directive and desires of corporate level into concrete goals and strategies which will help to distribute tasks on all parts of the work.

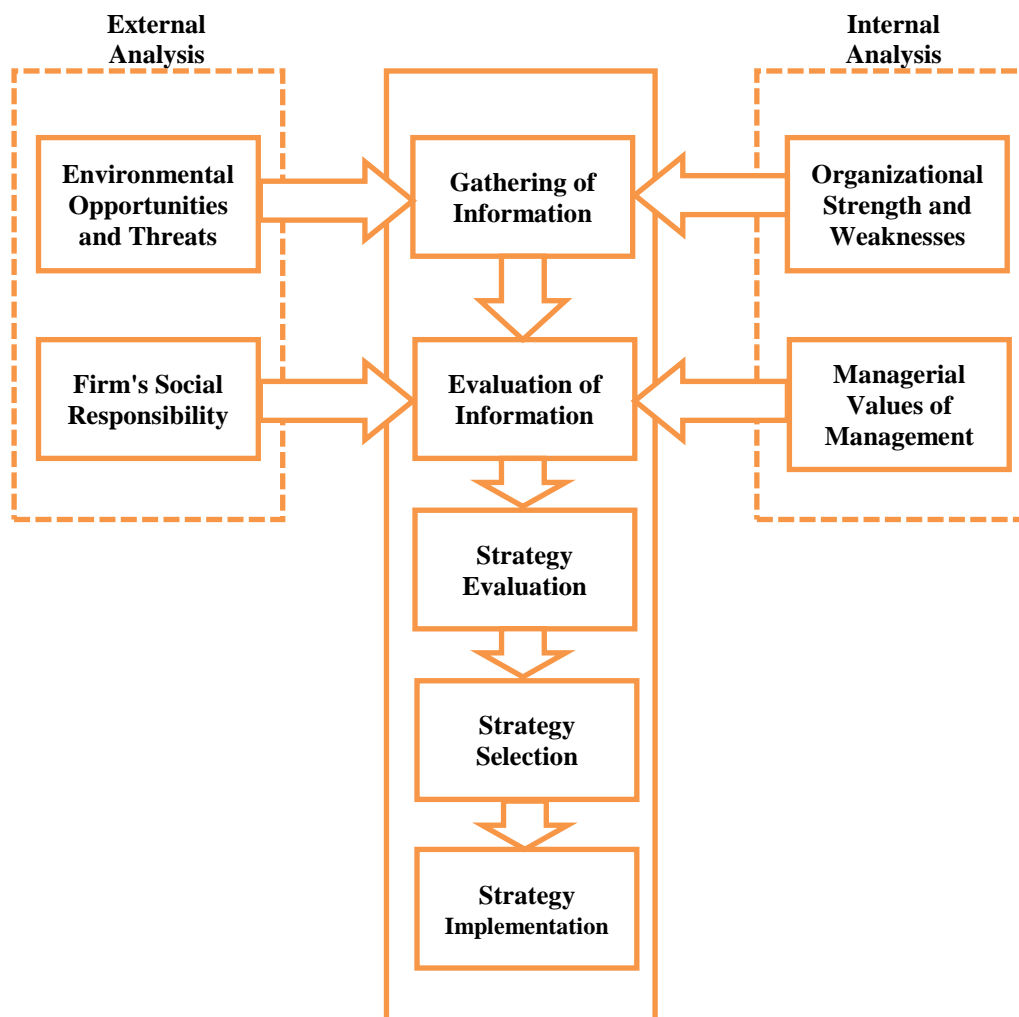


Figure (3.2): Basic Strategic Planning,

source: (Kerzner, 2001, p. 13)

At the bottom of the decision-making levels is the functional level. In this level managers of products, geographic, and functional areas develop annual objectives and short term strategies in such areas as production, operations, finance and accounting, marketing, and human relations, and study and development. However, their main task is to implement or execute the firm's strategic plans. Whereas corporate and business level managers focus on "doing the right things", managers at the functional level focus on "doing things right".

3.3.2 Formality in Strategic Planning

Formality refers to "the degree to which participants, responsibilities, authority, and discretion in decision making are specified". The relationship between formality and cost, comprehensiveness, accuracy and success of planning are usually positively correlated (Pearce & Robinson, 2003, p. 8).

3.3.3 Benefits of Strategic Planning

The most important benefit of strategic planning is that managers at all levels of the firm interact in planning and implementing processes. As a result, "the behavioral consequences of strategic planning are similar to those of participative decision making" (Pearce & Robinson, 2003, p. 8). In addition, strategic planning helps an organization to ensure that all members are on its vision and mission. It helps to know where the organization will be and how to get there. It provides a roadmap for specific actions to fulfill mission. All of that mean increasing organizational effectiveness and efficiency (KKF, 2010). Furthermore, "it provides a road map, direction, and focus for the organization's future, sets priorities, establishes measures of success" (Zuckerman, 2012, p. 8). According to Ethridge, et al. (1997), the strategic planning helps the organization to improve decision making, promote strategic thought and action, and solve organization conflict.

3.3.4 Risk of Strategic Planning

There are three types of unintended negative results of the involvement of managers in strategy formulation:

- First, the time spent in strategic planning process has a negative impact of operation responsibilities.

- Second, when the strategy formulators are not intimately involved in implementation process, they may shirk their individual responsibilities for the decision reached.
- Third, unattained expectations may lead to disappointment of participating subordinates.

The solution of all these risks are the training of managers involved in strategic planning process (Pearce & Robinson, 2003). The main limitation of strategic planning is financial cost, time, and full implementation. Since the organization must follow the work plan very closely (Ethridge, et al., 1997).

3.4 Long-Range Planning not Strategic Planning

Tregoe & Tobia (1995), Allison (1995), and Allison & Kaye (2005) explained that:

1. The backbone of long-range planning is the projection of current operation into the future. Many inputs like, economics, environmental, sociopolitical, and technological changes are used to determine how expansive or cautious the organization should be about projecting its current operations. Often, these types of inputs are not used as a basis for determining a strategic direction.
2. Long-range plans depend on the current situation in the writing of the main objectives. So, the plans determine the direction of the company in the future, instead of the direction of the firm is used to determine its plans in strategic planning.
3. In long-range plans, objectives are set in financial terms, so the projection of products, markets, and resources are then developed to achieve these objectives.
4. To make projections, long-range plans are built up from the lowest levels.
5. Long-range plans are always overly optimistic. This results mainly from wish of those making the projections at several levels of the organization to do better in their areas in the future. Optimistic plans tied resource allocation, since influence of strong personalities and the unrealistic goals they guarantee to reach often undermine strategic considerations.
6. Long-range planning uses SWOT as a guide for determining how optimistic or pessimistic to make the long-range product and market projections. This is because long-range planning is "not a process that enables critical data about

the external environment to be used for strategic purposes". (Tregoe & Tobia, 1995, p. 6)

7. It takes a huge amount of work to project three years ahead, and let alone five years and beyond. If a clear strategic framework is forbidden to define what the organization wants to be, long-range planning is compelled to build a composite image of the organization by projecting every future detail of business.
8. Long-range planning is "really more short-range than anyone cares to admit" (Tregoe & Tobia, 1995, p. 6). Since long-range planning theory advises that planning should project out five years and then draw back to the first year. Really this can't be done in the absence of a structured framework for looking ahead five years.

Clearing up the Confusion

"The organization must be viewed as a continuum" (Tregoe & Tobia, 1995, p. 6). This will ensure the suitable relationship between strategy, long-range planning and day-to-day decision making. The strategy and operations continuum starts with essential vision, continuous on through integrating strategy and long-range planning, and ends when that vision is an integral part of day-to-day operations. Vision can be defined as a "concept for a new and desirable future reality that can be communicated throughout the organization" (El-Namaki, 1995, p. 26). To achieve this vision, three main points along the continuum must be focused on:

- 1- Create essential vision and preparing a focused, strategic direction.
- 2- Integrate that vision to operation plans and budgets.
- 3- Follow up the strategy implementation.

3.5 Strategic Planning in Non-Profit Organizations

The decrease in public funding and high demand for the services provided by non-profit organizations have created an environment in which all non-profit organizations should seriously evaluate their organizational direction for economic survival and for effectiveness (Ethridge, et al., 1997).

According to Kriemadis & Theakou (2007), strategic planning, will support public and nonprofit organizations to expect and respond effectively to their

dramatically changing environments. Nonprofit and public organizations in general are similar to a monopoly in which they produce a product or service that offer small or no measurability of performance and are totally dependent on outside financing. So, strategic planning will provide an excellent way for rising and justifying requests for needed financial support (Nicolae, 2008). In addition, strategic planning provides "a systematic way for nonprofit organization to express its vision, describe its values and state its mission", (SCORE, 2006, p. 8). After completing the strategic plan, the non-profit organization should develop business plan. Business plan can be considered as a management tool that will gradually guide the organization through a changing environment. It defines the organization's goals and objectives and provides a way for monitoring and evaluating improvement (SCORE, 2006).

The Business Plan is a Management Tool for:

The business plan is considered as a management tool for the following (SCORE, 2006):

- Formulating specific goals and objectives.
- Upgrading efficiencies.
- Identifying opportunities for improvement.
- Establishing performance guidelines.
- Raising funds.
- Guiding the implementation of strategies.

3.6 Strategic Planning Models

Each of the following models provides a range of alternatives from which organizations might select an approach and start the development of their strategic planning process. The Organizations might choose to integrate the models in order to achieve best performance. These models are basic strategic planning, issue-based planning, alignment model, scenario planning, organic planning (Kriemadis & Theakou, 2007), (Anheier, 2005). According to (Bryson, 2011), there are another different models to strategic planning, such like: Harvard model, Strategic planning system, Management of stakeholders, Portfolio models, Competitive analysis, Strategic issue management, Strategic negotiations, Logical incrementalism and Strategic planning as a

framework for innovation. Nolan, Goodstein, & Goodstein (2008) stated that there is another model called the applied strategic planning model which is the most important model according to this reference. Now some of these models will be introduced as follows:

3.6.1 Basic Strategic Planning/ Strategic Planning Systems

This model is suitable for organizations that are small, busy and have no experience in strategic planning before. Planning is usually carried out by top-level management. The basic strategic planning process includes:

- 1- Create mission statement. In other words, identify the purpose of the organization. This statement will change somewhat over the years.
- 2- Select the goals that will help to achieve the mission statement.
- 3- Choose the appropriate strategy to achieve each of the organization goals.
- 4- Create action plans to implement each strategy. Each objective should be clear and can be easily evaluated.
- 5- Monitor and evaluate the implementation process and update the plan according to the context.

3.6.2 Issue - Based (or Goal - Based) Planning/ The Harvard Policy Model

Often, if the organization begins with the first model, basic strategic planning, it will develop to use issue based on planning model. This model is more comprehensive and effective than the basic model.

The following points describe the general shape of this model, but an organization may not do all of the following activities every year:

- 1- Internal and external analysis to determine SWOT.
- 2- Identify and prioritize major issues or goals using strategic analysis.
- 3- Build major strategies or programs to deal with issues or goals.
- 4- Build or update vision, mission and values (this step can be the first step)
- 5- Design action plans (objectives, needed resources, roles and responsibilities for implementation process)
- 6- Create the first year operating plan according to the first year/stage in the strategic plan.
- 7- Determine the needed budget for the operating plan.
- 8- Implement the operating plan.

- 9- Follow up and update strategic plan.
- 10- Document everything in previous steps.

3.6.3 Alignment Model

This module aims to ensure that, there is a strong relationship between the organization's mission and the resources available making it easier to run the operation. Also this model is used to refine strategies or find out why they do not work. Organization may resort to this form if there is a problem in the efficiency. The main steps are:

- 1- The strategic planning team identifies the organization's mission, programs and resources available and the required support.
- 2- Determine what is working correctly and what is needed to change or improve.
- 3- Determine the mechanisms for implementing the required change or improvement.
- 4- Add new adjustments as strategies in the strategic plan.

3.6.4 Scenario Planning

This approach can be used in conjunction with other approaches to ensure that the strategic planners have a sense of strategic thinking. This approach is particularly useful in identifying issues and strategic goals. The general steps are:

- 1- Chose a set of external forces and imagine the impact on the organization, such as the change in the regulations, or demographic changes and can all which be found through newspapers or a variety of information sources.
- 2- For each expected change, the planners must study carefully three possibilities; the worst case, the best case and the reasonable case. Often the worst case helps to promote change in the organization.
- 3- Suggest appropriate strategies to respond to each case from previous cases.
- 4- Planners must identify strategies that can be used to respond to expected external changes.
- 5- Choose the closest to the changes occurring in the coming years and determine the most appropriate strategies that must be implemented by the organization to response to these changes.

3.6.5 Organic (or Self - Organizing) Planning

Traditional models of strategic planning can be considered as linear, since its nature are public to the private or the relationship of cause and effect. There is another view of strategic planning, similar to the development of an organic (or self-organizing) process. Self-organizing requires continual reference to common values, and continued shared thinking around the current systems processes. The general steps are:

- 1- Clarify and confirm the organization's cultural values.
- 2- Explain the group's vision of the organization.
- 3- On an ongoing basis, engage in a dialogue about the processes that needed to reach the vision, as well as what the group is going to do now about those processes.
- 4- Continuously, this kind of planning needs to significantly clarify the mechanisms of learning values, dialogue and reflection, and updated operation.
- 5- Be patient significantly.
- 6- Focus on learning and less on method.
- 7- Ask the group to think about the needed mechanisms to clarifying the idea of this type of models to the stakeholders, since they expect the linear way of planning.

3.6.6 Applied Strategic Planning

Based on McKinsey&Company (2006, p.1) reported that "most companies have a formal strategic planning process but don't use it to make their most important decisions". Nolan, Goodstein (2008, p.2) assumes that "the template used by most organizations for developing a strategic plan is grossly defective and gives rise to the popular notion that strategic planning is a useless activity mandated by management for its own amusement".

The applied strategic planning model share many characteristics with other models, but the main differences can be summed up in the following three points:

- First, the guiding members of an organization actually work together to create the plan themselves.
- Second, the importance of learning how to think strategically.
- Third, difference in approach is "the continual emphasis on the immediate application of any findings that emerge from the planning process to the

organization's operations, rather than waiting for a final plan to be adopted" (Nolan, et al., 2008, p. 3).

Applied Strategic Planning model include two important points; both are absent from normal strategic planning process:

- a. The first point is the emphasis on identifying and clarifying the personal and organizational values and organizational culture as the backbone for all organizational decision making.
- b. The second point is the creative imagination for the state of the organization in the desired future (Nolan, et al., 2008).

This model consists of nine sequential steps and two continuous ones, Figure (3.3) shows these eleven steps.

The eleven steps are beginning with two continuous ones as follows:

3.6.6.1 Environmental Monitoring/Inputs

It's very important to deal with inputs from inside or outside the organization. These inputs should be shared, so it can be analyzed, researched, and followed up.

3.6.6.2 Application Considerations/Outputs

According to the inputs from the environmental monitoring, corrective action must be implemented as a quick response. The information developed in such case should feed the planning process.

The nine sequential steps are:

3.6.6.3 Plan to Plan

Before the planning process begins, many questions should be answered, such questions as:

- 1) Are the planning process supported by the culture of the organization?
- 2) How much the organization committed to the energy and the consumed time in the planning process?
- 3) Who should be involved in the planning group?

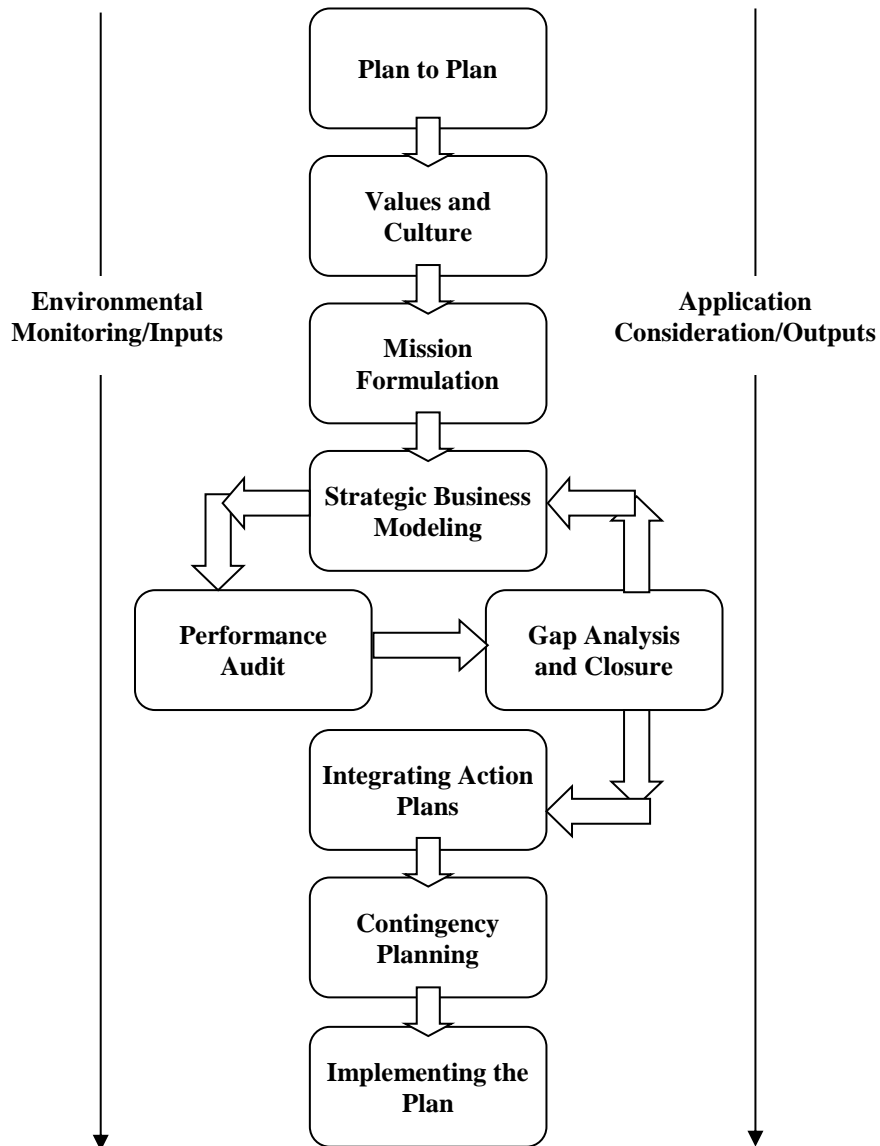


Figure (3.3): Applied Strategic Planning,

Source: (Nolan, et al., 2008)

- 4) When and how the planning process should be initiated?
- 5) How to share the information generated from the planning process with the others?
- 6) Who are not directly involved in the planning process?
- 7) What is the required time for the planning process?

The most important part of this stage is choosing the planning group.

3.6.6.4 Values and Culture

The values of decision makers have great effects on the personal and the organizational decisions. Great attention toward disseminating the values held by organizational decision makers and also clarifying the role that these values have played in creating and sustaining the organizational culture are very crucial.

3.6.6.5 Mission Formulation/Clarification

After clarifying the organizational values, the planning group begins the process of creating the shared future state of the organization which may call mission statement of the organization. The Mission statement should describe the firm's fundamental, exclusive purpose. The Mission statement is also expected to provide general direction, motivation, an image of the company's character, and set of attitudes that guide any actions (Duane & Hitt, 1995). The mission statement should answer four questions as follows: (Nolan, et al., 2008, p. 6)

1. "What business are we in? What customer needs are we meeting? "
2. "Who are our customers, both now and in the future?"
3. "How do we intend to go about meeting our customers' needs and wants?"
4. "Why do we exist? What values and basic societal needs are we fulfilling?"

The main purpose of mission statement is to develop clarity about the future direction, and to provide clarity to the stockholders. Furthermore the mission statement should reflect the competencies of the organization to explain the main differences from the competitors.

3.6.6.6 Strategic Business Modeling

As the next step of clarifying the mission, or mission formulation, strategic business modeling is the step for the planning group to develop the detailed plans and procedure that will lead to the envisioned future state. Here, the developing group will define the vision of the ideal future in tangible, measurable tools. Strategic business modeling describes in detail how the organization can achieve its intended goals.

3.6.6.7 Performance Audit

The planning group must conduct an objective, unbiased performance audit. It's very critical to answer the following question "how well the organization is performing in conducting its present business plans?" (Nolan, et al., 2008, p. 7)

3.6.6.8 Gap Analysis and Closure

The planning group must measure the gap between the current situation of the organization and the desired future. This will lead to know if the desired future is achievable or not. In other words, this will lead to know if the mission statement is real or not.

3.6.6.9 Finalizing Strategic Direction/Integrating Action Plans

It is very important to review the various action plans and test if these plans are likely to lead to the desired future state. This will help in a finalizing of strategic direction or a return to some earlier steps in the planning process. The result of integration of these action plans will lead to implementing the strategic plan.

3.6.6.10 Contingency Planning

Normal situation does not always happen, so the assumption that the best scenario will occur is not true. Contingency planning depends on two important aspects: probability and impact. The strategic plan assumes highest probability of successful implementation, but according to real situation there are high impact events that make this assumption very hard to occur.

The contingency plan should be developed to consider these events. If the time and resources make it difficult to develop such plan, it is very important to include in the strategic plan methods for tracking any alternative events that may face the implementation of the strategic plan.

3.6.6.11 Implementing the Plan

Any decision should be based on the strategic plan as a template. The implementation process should be initiated by executing any actions in the strategic plan. This process is the beginning of the movement toward the desired future state of the organization.

3.6.7 Conclusion about Strategic Planning Models

According to the previous models, there are two separated schools in strategic planning: the first one depends on great manner on SWOT analysis, and the second one is the applied strategic planning. To deal with the shortage in the final result for any model from the first school, it is very important to use many models in the same time to support each other and to come over any defect in any model. The applied strategic

planning model will have great effect in follow up of the implementation of the operational plan. The proposed designing model to follow up that will be a result of this study will depend greatly on the applied strategic planning with support of Model of Continuous Assessment (MCA) that will be explained in the next chapter.

3.7 Strategic Planning and Follow up

Success may mean "*the tenth attempt after nine failures*" (Grella & Hudkins, 2005, p. 157). With this in mind, it is important to accept that many decisions made by the strategic plan will not lead to success or improvement. Although the strategic plan is built with high professional team, it may not lead to successful actions. However, unsuccessful result do not necessarily mean any adoption to strategic plan is a failure. Since the strategic planning is a continuous process, it is in need for a follow up, as well as proactive and reactive adjustment.

The follow-up process that is implemented should be periodic, productive, perpetual, and protective. (Grella & Hudkins, 2005)

1) Perpetual

The success of strategic planning will depend upon the commitment of the organization leadership to follow up the task and continually push for progress.

2) Periodic

It is very important to have periodic meeting to review the progress in the whole implementation of the strategic plan, especially, at milestone event in the strategic plan.

3) Productive

The success in the strategic plan implementation generally, is going to depend on whether the organization have direction, balance, and belief.

a. Direction.

Does the organization really know its direction? Do the mission and vision of the organization have enough reality according to the current situation? These key questions must be reviewed on a regular basis.

b. Balance.

Fully productive , follow up implementation process needs to assure that there is a balance between many competing interests for the time, effort and attention of the employee in the organization.

c. Belief.

The Organization should believe strongly in its mission and vision, and also this believe should built on the bases of stakeholders interest. This mean that in the follow up process the leaders must continuously remind the stakeholders of the organizations' mission and vision. The strategic planning process is fluid and a never ending process. So, the follow up process of the startegic plan should include evaluation on the current follow up procedures in a periodic mannars.

4) Protective

There is a large possibility for attack from some folks from the stakeholders of the organization who indicate a reluctance for the whole process of the follow up because of a belief that there might be few benefits to the organization. This means that those leading the process need to be ready; ready to allow the paln to change as circumstances change, and should give support and encouragement to the individuals delegated specific tasks. Each participant in the follow up process should stay focused, and not have unrealistic expectation. Also, they should be ready for obstacles that might appear, and respond to them in a productive and effective manner.

3.7.1 Performance Measuring

To measure the performance of an employee, the manager need to know exactly how to measure the goals related to that employee. According to Nelson & Economy (2005) there are many types of measures for goals. Some are as follows:

- 1- **Time;** if the goal is fully related to specified time, then judgment can be done on the success or failure of this goal against the time allocated; whether or not it was achieved before or at the end of deadline.

Example: Design and implement yearly report before the end of January.

2- **Quantity**; also here may be the goal fully related to specified quantity.

Example: Increase the quantity of purchase order to five per day.

3- **Percentage Increase/Decrease**;

Example: Decrease the percentage of student drop out to 5%.

Positive feedback about the progress in achieving the goals will encourage the employee to work harder in order to achieve fully the goals. Of course negative feedback will have bad effect on achieving the goals (Nelson & Economy, 2005).

3.7.2 Immediate Performance Feedback

It will be a waste of time and effort to wait until the end of goals completion time to test whether or not your goals are achieved. So, immediate feedback about the completion of any goal from the start to the end is needed. This means it is necessary to make a correction action in appropriate time and place. According to Nelson & Economy (2005) it is highly appreciated to consider the following points: milestone, actions, relationship, and schedules to follow up any goal from the starting point to the end.

Milestone

Milestone is a key event in the way from the start point of any goal to the end of the goal that tells us how far along the planner on the road to the goal completion.

Actions

Actions are the activities needed to get from a milestone to another. These activities may be in parallel or in series. Follow up these activities one by one help in whole follow up operation.

Relationship

This point describes the relationship between any milestone and related activities, since accomplishing some activities before another may make achieving the milestone easier. Of course, and in many cases it is impossible to achieve some activities before others.

Schedule

To put the plan in action, the planner need to make a schedule for the implementation that describes the required time to accomplish the whole work. It is important to increase the required time in any schedule by period of time for emergency issues.

3.7.3 Difference between Input, Process, Output and Outcome Measures.

Each implementation plan should have; input, processing system, output and outcome to achieve the goals. Brown's framework shown in Figure (3-4) below explains the differences between each part of the implementation plan through the "Macro Process Model of an Organization" (Brown, 1996).

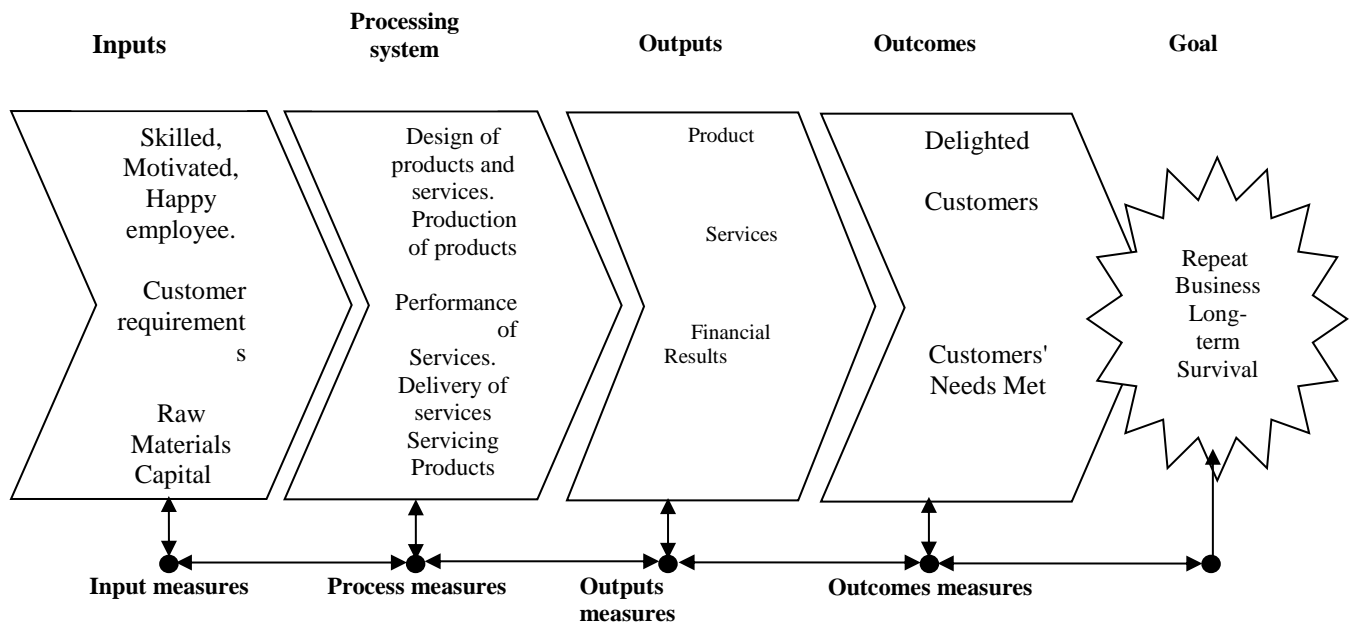


Figure (3.4): Macro Process Model of an Organization,

source: (Brown, 1996).

3.8 UNRWA

3.8.1 Introduction

As a result of Israeli terrorism in 1948, many Palestinians people had been forced to escape from their towns, and were compelled to immigrate to Gaza Strip, West Bank, Jordan, Syria and Lebanon. In order to help the new refugees, the United Nations (UN) creates a relief and working agency, called United Nations Relief and Works for Palestine Refugees in the Near East (UNRWA), (UNRWA, 2012).

UNRWA's mission is "to help the Palestinian refugees to achieve their full potential in human development under the difficult circumstances in which they live. Such mission is in consistency with internationally agreed goals and standards" (ERCD, 2011, p. 12). UNRWA provides for about 4.7 million registered refugees "human development and humanitarian services in primary and vocational education, primary health care, social safety net, community support, camp improvement, and microfinance". Education is UNRWA's largest program accounting for more than half of the agency's regular budget. UNRWA operates more than 700 schools with about 19,217 education staff, ten vocational training centers and three educational science faculties in the five fields. The UNRWA Institute of Education offers training to thousands of teachers, principals, and education specialists, through three types of training; in-service, pre-services, and basic training.

Many of UNRWA's initiatives were first implemented in Gaza Strip, since it is the largest area of UNRWA operations. In Gaza Strip, UNRWA operates eight camps, 249 schools with 218,048 pupils from grade one to grade nine and 7790 teachers, two vocational and technical training centers, 21 primary health centers, six community rehabilitation centers and seven women's program centers (UNRWA, 2012), (PCBS, 2012)

Gaza Strip is one of the most regions in the world population with density (Thorpe & Thorpe, 2012), and about three-quarters of 1.7 million are registered now as refugees in Gaza Strip. Despite of many difficulties facing the refugees in Gaza Strip, they maintain sustainable level of education and in many cases they surpass many of education groups in Middle East, (UNRWA, 2012).

Based on the summary and the information about presented in this introduction, it is assumed to be highly appreciated if some support is given to both. Designing a

model to improve the follow up of the implementation of a FIP especially in Education Department is in fact an attempt to provide the support and the guidance mostly needed.

3.8.2 Strategic Planning in UNRWA

UNRWA depends greatly on donor groups from many categories. The most important category is the Traditional Donors (TD), for more information please see (Appendix A). Any formulation for any strategy should be discussed with TD (ERCD, 2011).

To strengthen the UNRWA's capacity to serve Palestinian refugees more effectively, UNRWA has been implementing a major organizational reform process. "A key reform achieved under the Organizational Development plan has been to institutionalize strategic planning in UNRWA", (UNRWA, 2012). The main characteristics of the new planning process are to be participatory, and strategic.

UNRWA built a strategic plan based on four main goals:

- 1- A healthy long life.
- 2- Acquired knowledge and skills.
- 3- Acceptable standard of living.
- 4- Attention to human rights as much as possible

Behind these four goals, 15 agency wide strategic objectives have been interpreted into many projects in each of the operating fields. (ERCD, 2011)

Organizational Development (OD) was an UNRWA wide process to strengthen UNRWA's capacity to serve Palestine refugees effectively and efficiently (LaGuardia & Toorn, 2011). The SPARE paradigm (Strategy, Policy, Accountability, Results and Envelopes (of resources)) was the model for the organizational design envisioned in OD" (LaGuardia & Toorn, 2011, p. 10). The SPARE paradigm is used to describe how UNRWA should operate as a whole and at individual levels (LaGuardia & Toorn, 2011).

"OD's overall implementation did not have an explicit focus on measurable results, priorities, and the precise impact that was expected from "strengthening of internal capacity" (LaGuardia & Toorn, 2011, p. 7).

According to, LaGuardia & Toom, (2011, page 8), "UNRWA has not become more "results" oriented, as intended in the OD design and SPARE paradigm". UNRWA

creates Headquarters and Field Implementation Plans (HIP/FIPs) to "align individual work plans with specific, measurable, achievable, realistic and time-based results" (LaGuardia & Toorn, 2011, p. 10). However, "the HIP/FIPs are not yet fully aligned with individual work plans and a performance management system that would complete the entire results-accountability loop" (LaGuardia & Toorn, 2011, p. 11).

3.8.3 Follow up the Implementation of Plans

UNRWA following up the progress in plans by using quarterly status updates and an end-year consolidated report on implementation of activities and their results (UNRWA, 2012). UNRWA is looking forward to provide a management information system called Enterprise Resource Planning (ERP) system. ERP will provide more "comprehensive, accurate and integrated information on cross-functional processes such as finance, procurement and human resources" (UNRWA, 2010, p. 54).

UNRWA depends on a set of Key Performance Indicators (KPIs) and supporting indicators and targets in order to provide a basis for follow up their activities (UNRWA, 2007). In order to measure the performance in UNRWA, there are three level of measurement as follows:

Level One – UNRWA key performance indicators. "Measured against outcomes in terms of contributions to enhanced human development. These will provide the framework for all planning and budget preparation activities" (UNRWA, 2007, p. 4).

Level Two - Program, Field and Management indicators. This measurement depends on inputs (resource allocation), outputs (activities and services) and outcomes.

Level Three – Activity level indicators. Inputs and outputs of some activities to support the budget process, assess value for money and organizational efficiency (UNRWA, 2007).

3.9 Strategic Planning in Palestine

Expending on research and development in Arab countries is lower than the world average at between 0.1 and 1.0 of gross domestic product(GDP) (UNESCO, 2010). There is no available data about the real situation in Palestine but it surely in the range of Arab countries.

Planning in Palestine in many fields facing many difficulties because of the big uncertainty in political and economic situations. Palestinian Authority (PA) depends greatly on grants and projects financed from abroad, so it in need to create plans with large transparency to get any help or support (Naser, 1998). The researcher will try to present some examples for planning in many fields as an indicators of planning in general. According to El-Ashqar (2006) %66.7 from the NGO's directors in Gaza Strip have an understanding of the concept of strategic planning and they tend to practice it. In the field of construction sector in Gaza Strip Atta-ALLAH (2005) said that 64.5% of construction companies' managers do not realize the strategic planning concept. In the field of technical colleges in Gaza Strip, the Non-Governmental technical colleges and private technical colleges are better than governmental colleges in strategic planning due to their independence fundraising and the follow up of donor countries (El-Showaykh, 2007). According to El-Attal (2008), 22.2% of mayors and municipal council members and chiefs of departments in the southern West Bank municipalities committed to the concept of strategic planning. Also, the degree of strategic planning in government ministries in Qalqilya governorate is moderate.

Finally it can be said that the strategic planning is not good in general either in Gaza nor in West Bank.

CHAPTER FOUR

METHODOLOGY

- 4.0 Introduction**
- 4.1 Study Method**
- 4.2 Study Instrument**
- 4.3 Constructions of the Instruments**
- 4.4 Study Population**
- 4.5 Study sample**
- 4.6 Pilot Study**
- 4.7 Data Measurement**
- 4.8 Statistical analysis Tools**
- 4.9 Test of Normality**
- 4.10 Questionnaire Validity**
- 4.11 Reliability of the Study**

4.0 Introduction

In this chapter, the methodology of the study will be presented, including study method, study instrument, constructions of the instruments, study population, study sample, pilot study, data collection, and data analysis.

4.1 Study Method

The design of this study is descriptive and analytical. This is done to evaluate the current situation of follow up the FIP in the ED and to design a follow up model to improve the follow up system.

The researcher used this methodology since it is one of the best methodologies to explore any social phenomenon. On the other hand, it is less expensive and gives the opportunity to meet the study objectives in a short time. (Johnson & Harris, 2002).

In this study, there are two types of data; primary and secondary data sources. **The primary resources** of data were collected using the questionnaire and interviews. **The secondary resources** of data are the previous studies, books, papers, reports, and documents from trusted and related websites. Those are related to monitoring, evaluation, and continuous assessment in one side, on the other, they are related to strategic planning models and to the implementation plan.

4.2 Constructions of the Questionnaire

The questionnaire was built based on the main components of the effective M&E systems to explore the current situation. Consequently, the main sections of the questionnaire include the following:

- 1- **Awareness of strategic and implementation plan.** This section has eight questions.
- 2- **Evaluation of M&E system inputs.** This section has sixteen 16 questions
- 3- **Monitoring implementation activities.** This section has ten questions.
- 4- **Evaluation of M&E system outputs.** This section has six questions

Since the main part of the study sample do not speak English well, the researcher translated the questionnaire into Arabic.

4.3 Study Population

The study population was the main 14 managers in ED and 249 schools' principals at all UNRWA schools in Gaza. Those managers are listed in table (4.1).

Table (4.1): The Study Population

No.	Population	Total Members
1-	Chief Field Education Program(CFEP) and his Deputy	2
2-	Head education Development Center H/EDC and his Assistant	2
3-	Education Areas Officers	10
4-	School principals	249
	Grand Total	263

(ED, 2012)

4.4 Study sample

The sample was divided into two groups as following:

First group: This sample included all the education 14 leaders in Field office and Education Areas Offices. So, the CFEP and his deputy, H/EDC and his assistant and the tenth Educational Areas Officers were all included.

Second group: Based on stratified sampling (Barreiro & Albandoz, 2001), the 249 schools' principals filtered according to their cities. Then in each group, the strata had chosen based on random sampling (Barreiro & Albandoz, 2001). **For the second group** the sample size was of **151** school principals, based on standard sampling size formula (Appendix D) in which the confidence level is 95% and the degree of variability is 50% with estimated response rate of 90% (PENN, 2009). For the first group, all the questionnaires were received except one questionnaire. For the second group, the questionnaire were distributed to principals according to Education Areas' schools percentage from the total number of schools, see table (4.2).

Table (4.2) : Percentage of Schools in each Education Area Related to Total Number of Schools.

No	Area	No of schools	%	No of distributed Questionnaires	No of returned Questionnaires
1	Rafah	43	17	26	25
2	Khanyounis	48	19	29	27
3	Middle	49	20	30	27
4	Gaza	63	25	38	33
5	North	46	18	28	28
6	Total	249	100	151	140

Also, the percentage of recovered questionnaires related to sample size of the second group is **92.7% (140 questionnaires)**. According to that, the total number of recovered questionnaires from group one, and group two is 140 principals + 13 education leaders = **153** questionnaires. This means that, the percent of education leaders is about 8.5 % from the whole sample.

4.5 Pilot Study

To test the reliability and the validity of the questionnaire, the researcher distributed 30 questionnaires in four Education Areas. The result of the testes indicated no changes in any questions from any section, except the last question in section two. And so the researcher deleted it.

4.6 Data Measurement

The researcher uses Statistical Package for the Social Sciences (SPSS) program to conduct the measurement and analysis of data, depending in many methods of analysis according to the required results. To have accurate data, numerical scale from 1 to 10 was used where 1 indicates strongly not agree, and 10 indicates strongly agree.

4.7 Statistical analysis Tools

The researcher used qualitative data analysis methods. The Data analysis was made utilizing (SPSS 19). The researcher utilized the following statistical tools:

1. Kolmogorov-Smirnov test of normality.
2. Cronbach's Alpha for Reliability Statistics.
3. Pearson correlation coefficient for Validity.
4. Split Half Method
5. Frequency and Descriptive analysis.
6. Parametric Tests (One-sample T test, Independent Samples T-test, Analysis of Variance).

4.8 Test of Normality

To test the normality of the data, the study uses Kolmogorov-Smirnov test of normality. From table (4.3), the p-value (Sig.) for each field is greater than 0.05 level of significance. According to that, the distribution for each field is normally distributed. So, parametric tests will be used to perform the statistical data analysis.

Table (4.3): Test of Normality

NO	Field	Kolmogorov-Smirnov	
		Statistic	P-value (Sig.)
1	Awareness of strategic and implementation plan	.150	.150
2	Evaluation for the M&E system Inputs.	.084	.084
3	Monitoring of FIP's Activities.	.079	.079
4	Evaluation for FIP's Outputs.	.091	.091
5	All independent variables together.	.087	.087

4.9 Questionnaire Validity

Validity “refers to whether a measure is truthful or genuine” (Jackson, 2011, p. 71) . In other words, the instrument measures what it is supposed to measure. There are many types of validity such as internal, and structure validity (McBurney & White,

2009). To test the validity of the questionnaire, the researcher tested the internal and the structure validity.

4.9.1 Internal Validity

The first statistical test that is used to test the validity of the questionnaire is internal validity test. To do so, the investigation sample, which consists 30 questionnaires, was measured through measuring the correlation coefficients between each paragraph in one field and the whole fields. Table (4.4) clarifies the correlation coefficient for each paragraph of the “**the awareness of the content of the FIP**”. The p-values (Sig.) are less than 0.05. According to that, the correlation coefficients of this field are significant at $\alpha = 0.05$, so, it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.4): Correlation Coefficient of each Paragraph of Awareness of Strategic and Implementation Plan and the Total of this Field.

No.	Paragraph	Pearson Correlation coefficient	P-value (sig.)
1	Sharing in creating the strategic plan for ED.	.512	.004*
2	I have full knowledge for the content of SP for ED.	.768	.000*
3	Sharing in creating the FIP.	.711	.000*
4	I have full knowledge for the content of FIP.	.906	.000*
5	Sharing in creating the goals of M&E system for ED.	.779	.000*
6	I have full knowledge for the goals of M&E system for ED.	.905	.000*
7	Sharing in creating the goals of M&E system in my education area.	.792	.000*
8	I have full knowledge for the goals of M&E system in my education area.	.789	.000*

*. Correlation is significant at the 0.05 level (2-tailed)

Table (4.5) clarifies the correlation coefficient for each paragraph of the “**Evaluation for the M&E system Inputs**”. The p-values (Sig.) are less than 0.05, except the last paragraph, According to that, the correlation coefficients of this field are significant at $\alpha = 0.05$, so, it can be said that the paragraphs of this field are consistent

and valid to measure what it was set for. The last paragraph is excluded from the questionnaire.

Table (4.5): Correlation Coefficient of each Paragraph of “Evaluation for the M&E system Inputs” and the Total of this Field

No.	Paragraph	Pearson Correlation coefficient	P-value (sig.)
1	Ability to determine Data Source	.768	.000*
2	Ability to collect Data	.773	.000*
3	Ability to analysis Data	.829	.000*
4	Ability to write reports	.822	.000*
5	Ability to put Employees Support Goals	.798	.000*
6	Ability to Determine Training needs	.564	.001*
7	Ability to Evaluate Results	.779	.000*
8	Have support indicators for ME	.777	.000*
9	Depends on Opinion surveys as ME tool	.706	.000*
10	Depends on Questionnaires as ME tool	.389	.037*
11	Depends on interviews as ME tool	.639	.000*
12	Depends on Reports as ME tool	.530	.003*
13	Depends on Direct Observation as ME tool	.556	.001*
14	Have Official Support from my bosses	.720	.000*
15	Have Logistic Supports from my bosses	.593	.001*
16	Have Data dissemination tools	.676	.000*
17	<i>Have a good budget</i>	.328	.077*

*. Correlation is significant at the 0.05 level (2-tailed)

Table (4.6) clarifies the correlation coefficient for each paragraph of the “**Monitoring of FIP’s Activities**”. The p-values (Sig.) are less than 0.05. According to that, the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.6): Correlation Coefficient of each Paragraph of “Monitoring of FIP’s Activities” and the Total of this Field

No.	Paragraph	Pearson Correlation coefficient	P-value (sig.)
1	Cooperation between ME employees	.599	.001*
2	Clear indicators for each level of ME levels	.689	.000*
3	Have many Data collection resources	.779	.000*
4	Have routine data collection	.828	.000*
5	Very easy to return back to any collected data	.867	.000*
6	Processes any collected data	.822	.000*
7	Routine Data analysis	.861	.000*
8	Uses Parallel ME Tools	.949	.000*
9	Have workshops/Training programs to improve teams performance	.632	.000*
10	Have implementation plan with good budget	.724	.000*

*. Correlation is significant at the 0.05 level (2-tailed)

Table (4.7) clarifies the correlation coefficient for each paragraph of the “**Evaluation for FIP’s Outputs**”. The p-values (Sig.) are less than 0.05. According to that, the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.7): Correlation Coefficient of each Paragraph of “Evaluation for FIP’s Outputs” and the Total of this Field

No.	Paragraph	Pearson Correlation coefficient	P-value (sig.)
1	The main reason for ME processes is improvement not sanctions	.737	.000*
2	Use result data to make correction in Strategic plan in continuous manner	.938	.000*
3	Use result data to redesign activities and utilize material	.914	.000*

No.	Paragraph	Pearson Correlation coefficient	P-value (sig.)
	resources		
4	Use result data to explore performance strength and weaknesses	.921	.000*
5	Use result data in development of HR and training needs	.920	.000*
6	Disseminate any result data in wide manner	.799	.000*

*. Correlation is significant at the 0.05 level (2-tailed)

4.9.2 Structure Validity of the Questionnaire

The second statistical test that was used to test the validity of the questionnaire structure is structure validity. This is done by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of liker scale. Table (4.8) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05. According to that, the correlation coefficients of this fields are significant at $\alpha = 0.05$, so it can be said that the fields are valid to measured what it was set for.

Table (4.8): Correlation Coefficient of each Field and the Whole Questionnaire.

No.	Field	Pearson Correlation coefficient	P-value (sig.)
1	Awareness of strategic and implementation plan	.589	.001*
2	Evaluation for the M&E system Inputs.	.747	.000*
3	Monitoring of FIP's Activities.	.846	.000*
4	Evaluation for FIP's Outputs.	.812	.000*

*. Correlation is significant at the 0.05 level (2-tailed)

4.10 Reliability of the Study

“Reliability refers to the consistency or stability of a measuring instrument”, (Jackson, 2011, p. 66). In other words, if any one uses this instrument to measure something, he should get the same result every time he uses this instrument (Jackson, 2011).

4.10.1 Cronbach’s Coefficient Alpha

Cronbach’s alpha is a coefficient of internal consistency. This coefficient is commonly used as an estimate of reliability of a questionnaire. Cronbach’s coefficient alpha may Empirically take any value ≤ 1 . But only positive values make sense $0 < \alpha \leq 1$. A higher values of α reflects a higher degree of internal consistency (Wikimedia Foundation, 2013). Table (4.9) shows the values of Cronbach's Alpha for each filed of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.896 to 0.932. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.944 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Table (4.9): Cronbach's Alpha for each Filed of the Questionnaire and the entire Questionnaire

No.	Field	Cronbach's Alpha
1	Awareness of strategic and implementation plan	.896
2	Evaluation for the M&E system Inputs.	.913
3	Monitoring of FIP’s Activities.	.926
4	Evaluation for FIP’s Outputs.	.932
5	All paragraphs of the questionnaire	.944

4.10.2 Split Half Method

Split Have method is another way to examine internal consistency. Table (4.10) clarifies the correlation coefficient for each field of the questionnaire. The correlation coefficients of all field are significant at $\alpha = 0.05$, so it can be said that the fields are consistent and valid to measure what it was set for .

According to these analysis, it can be said that the questionnaire was valid, reliable, and ready for distribution for the population sample.

Table (4.10): Split Half Method for each Filed of the Questionnaire and the entire Questionnaire

No.	Field	Correlation Coefficient	Spearman-Brown Correlation Coefficient
1	Awareness of strategic and implementation plan	.869	.930
2	Evaluation for the M&E system Inputs.	.667	.807
3	Monitoring of FIP's Activities.	.842	.914
4	Evaluation for FIP's Outputs.	.888	.941
5	All paragraphs of the questionnaire	.541	.702

CHAPTER FIVE
DATA ANALYSIS AND INTERPRETATION
OF THE STUDY DIMENSIONS

5.1 Statistical description of the study population

5.2 Statistical analysis of the study dimensions

5.1 Statistical description of the study population

5.1.1 Education Areas

Table (5.1) shows the numbers of return questionnaires, and its percentage. This result is related to the way in which the questionnaires were distributed. And also, reflects the weight of each area according to the total number of schools.

Table (5.1): Education Areas

Education Area	Frequency	Percent
Rafah	27	17.6
Khan	28	18.3
Middle	29	19.0
Gaza	39	25.5
North	30	19.6
Total	153	100.0

5.1.2 Gender

Table (5.2) shows that the ratio of the male respondents is 56.9%, and the ratio of the female respondents is 43.1%. This result is different from the actual percentage of female principal, which is about 55% from all schools' principals (ED, 2012). Although, this result is different from the normal percentage of female workers from the Palestinian Central Bureau of Statistics, which is 17.4% (PCBS, 2012). This difference is due to UNRWA policy; to put female principals for both females' schools and Co-Ed elementary schools.

Table (5.2): Gender

Gender	Frequency	Percent
Male	87	56.9
Female	66	43.1
Total	153	100.0

5.1.3 Level of Education

Table (5.3) shows that the highest ratio of 69.3% of the respondents have Bachelor degree. This high percent is due to the management requirement, which did not require master or high degrees. Also, 20.9 % of the respondents have Master degree.

Table (5.3): Level of Education

Level of Education	Frequency	Percent
Bachelor Degree	106	69.3
Higher Diploma Degree	6	3.9
Master degree	32	20.9
PhD Degree	9	5.9
Total	153	100.0

5.1.4 Years of experience in management

Table (5.4) shows that 15.7% of the study sample have less than five years' experience in management field, and 30.7% have six to eleven years of experience, and also, more than 53.6% of principals have more than 12 years of experience. This result means that, about 46% of schools' principals are new due to the new schools buildings in the last six years.

Table (5.4): Years of Experience in Management

Experience	Frequency	Percent
Less than five years	24	15.7
From six to 11 years	47	30.7
More than 12 years	82	53.6
Total	153	100.0

5.1.5 School type

Table (5.5) shows that percentage of elementary schools is 53.1% and the preparatory schools is 38.8%. This made about 91.9% from the sample size. One thing to conclude is that the number of Elementary schools in UNRWA is greater than

Preparatory schools. The remaining percentage is for Area Education Officers, EDC, and CFEP, all represent the education leaders.

Table (5.5): School Type

School type	Frequency	Percent
Elementary	81	52.9
Preparatory	59	38.6
The Education Leaders	13	8.5
Total	153	100.0

5.1.6 Awareness of startegic and implementation plan

From all the paragraphs of this field the researcher will explain the frequencies of one important paragraph that will show the percentage of awareness of the content of the implementation plan.

5.1.6.1 Paragraph Number Four “I have full knowledge for the content of FIP”

Table (5.6) shows that the percentage of who have poor knowledge (10% to 40%) about the content of FIP is about 69.3% from the sample size. And the percentage of who have good knowledge about the content of FIP is 14.4%.

Table (5.6): Paragraph Number Four “I have full knowledge for the content of FIP”

Proportional Weight Mean	Frequency	Percent%
10% to 40%	106	69.3
50% to 60%	25	16.3
70% to 100%	22	14.4
Total	153	100.0

5.2 Statistical analysis of the study dimensions

To test the significance of any paragraph related to a hypothesized value 6 (approximately the middle value of numerical scale one-ten), the researcher used one-sample T test. If the P-value (Sig.) is smaller than or equal to the level of significance, $\alpha = 0.05$, then the mean of a paragraph is significantly different from a hypothesized value

6. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 6. On the other hand, if the P-value (Sig.) is greater than the level of significance, $\alpha = 0.05$, then the mean of the paragraph is insignificantly different from a hypothesized value 6.

5.2.1 Awareness of strategic and implementation plan

Table (5.7) shows the following results: the proportional mean of the filed “Awareness of strategic and implementation plan” equals (29.6%), Test-value = -18.059, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this field is significantly less than the hypothesized value 6. In other words, most of study respondents are not aware of the content of strategic plan and the implementation plan. This result means that, the lack of the participation in strategic planning from the schools’ principals, which one of the important points that makes the implementation of the strategic plan is difficult (Clay, 1993). Also, this result is different from the result of **Rixon** (2007) in that, 75% of the employees of an agency have very good understanding of the strategic plan content, which reflect the large participation in the strategic planning. **Henriques, et al.** (2010) emphasis on the important of participation in order to success in the implementation process. This result is also in contrast with the theoretical background of effective monitoring and evaluation system, in which the stakeholders should participate in the process of development process according to their roles. For more information see chapter two, section 2.6.

Table (5.7): Means and Test Values for “Awareness of strategic and implementation plan”

No	Paragraph	Mean	Proportional mean (%)	Test Value	P-Value (Sig.)	Rank
1	Sharing in creating the strategic plan for ED.	2.24	22.4	-20.983	.000*	8

No	Paragraph	Mean	Proportional mean (%)	Test Value	P-Value (Sig.)	Rank
2	I have full knowledge for the content of SP for ED.	3.52	35.2	-11.505	.000*	2
3	Sharing in creating the FIP.	2.52	25.2	-19.293	.000*	6
4	I have full knowledge for the content of FIP.	3.24	32.4	-13.575	.000*	4
5	Sharing in creating the goals of M&E system for ED.	2.41	24.1	-20.637	.000*	7
6	I have full knowledge for the goals of M&E system for ED.	3.29	32.9	-13.183	.000*	3
7	Sharing in creating the goals of M&E system in my education area.	2.80	28.0	-16.219	.000*	5
8	I have full knowledge for the goals of M&E system in my education area.	3.62	36.2	-10.890	.000*	1
9	All paragraphs	2.96	29.6	-18.059	.000*	-

* The mean is significantly different from 6

5.2.2 Evaluation of M&E system inputs

Table (5.8) shows the following results: the proportional mean of the filed “Evaluation of M&E system inputs” equals (76.3%), Test-value = 14.643, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is Positive, so the mean of this field is significantly greater than the hypothesized value 6. In other word, most of study respondents have a very good experiences in monitoring and evaluation and use specific tools like direct observation and reporting.

Also, the means for the knowledge and competencies required to implement any plan are good (paragraph 1 to paragraph 7). Most of study respondents (84.0%) use

direct observation as a tool for monitoring and evaluation. The M&E system according to literature should have a mechanism to evaluate any inputs before the stage of processing begin. One of the important inputs for the system is the knowledge and skills for the stakeholders, since the system will depends on those stakeholders in the implementation process. Also, the M&E system should use the resources in an efficient way. The result may reflect a very good level of knowledge and skills from the side of schools' principals, but in actual system when any stakeholder have a mission to implement something he/she will be more realistic in his judgment about his/her skills. Return back to table (5.8). Most of principals (84%) depend on one way of monitoring, this mean lack of data required to give a good judgment about the success of any activities. For more information please open chapter two, section 2.7. **Goldschmidt, et al.** (2012) emphasis the need to build effective and well managed architectures to manipulate any corporate information, this mean to use a computerized system as one tool of M&E, in other words, to use many tools in M&E system, also from **El-lowh A.** (2007) study, 67.78% of participant agreed on the importance of information management systems. **Oluoch** (2011) agrees that one of the results that make National Youth services to fail in the implementation process is lacking of baseline data, this mean in other words that, absent of adequte inputs to the system of M&E. Also, **Henriques, et al.** (2010) indicates that it is very important to depend on the input data from the citizens (stakeholders) in M&E system. This result agrees with the results from paragraph number five (82.1%) and paragraph number six (83.5%) in Table (5.8) in that the pricipals feedback used as inputs to mak a decision in planning. **Chin, Yeung, & Pun** (2006) use a self-assessment model to evaluate criterias and factors in the development of an assessment system, which is in agree with the creation of the section number one in the suggested follow up model (**Evaluation of M&E system inputs**).

Table (5.8): Means and Test values for “Evaluation of M&E system inputs”

No	Paragraph	Mean	Proportional mean (%)	Test Value	P-Value (Sig.)	Rank
1	Ability to determine data source	7.41	74.1	8.695	.000*	12
2	Ability to collect Data	7.70	77.0	11.429	.000*	8
3	Ability to analysis Data	7.68	76.8	11.628	.000*	9
4	Ability to write reports	7.92	79.2	13.114	.000*	5
5	Ability to put Employees Support Goals	8.21	82.1	16.413	.000*	4
6	Ability to determine Training needs	8.35	83.5	17.407	.000*	2
7	Ability to Evaluate Results	8.23	82.3	16.725	.000*	3
8	Have support indicators for ME	7.63	76.3	10.369	.000*	10
9	Depends on Opinion surveys as ME tool	7.12	71.2	6.731	.000*	13
10	Depends on Questionnaires as ME tool	7.08	70.8	6.281	.000*	14
11	Depends on interviews as ME tool	7.79	77.9	13.120	.000*	6
12	Depends on Reports as ME tool	7.61	76.1	11.094	.000*	11
13	Depends on Direct Observation as ME tool	8.40	84.0	17.308	.000*	1
14	Have Official Support from my bosses	7.72	77.2	11.530	.000*	7
15	Have Logistic Supports from my bosses	6.39	63.9	2.065	.041*	16
16	Have Data dissemination tools	6.89	68.9	5.430	.000*	15
17	All paragraphs	7.634	76.3	14.643	.000*	-

* The mean is significantly different from 6

5.2.3 Monitoring of FIP's Activities.

Table (5.9) shows the following results: the proportional mean of the filed “**Monitoring of FIP's Activities**” equals (69.5%), Test-value = 7.122, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. In other words, most of study respondents have good experiences in monitoring the activities of the implementation plan.

Additional information can be derived from this table: for example the cooperation between ME employees is not high. Also, there is good evidence about the existence of indicators for each level of M&E level from the principals' point of view. For implementing an activity, the principals use many data collection resources to ensure the efficiency of this activity. At the same time, data processing and analysis is not good, so the feedback seems to be poor. For paragraph 10; “have implementation plan with good budget” the P-value = 0.431 which is greater than the level of significance $\alpha = 0.05$. So the mean of this field is insignificantly different from the hypothesized value 6.

The monitoring of any activities related to any system is a core thing, since the success of that system will depend greatly on the success of these activities. If a comparison between table (5.8) and table (5.9) is conducted, the following note will be clear: although the schools principals have many data collection resources (70.3), they focus only on one tool (direct observation 84%), this mean lack in the system, since there are many tools for monitoring, see chapter two, section 2.7. also, the routine data collection is not good, if it is compared with the need of frequent data collection, which the core of continuous assessment, see chapter two, section 2.9. **Henriques, et al.** (2010), uses several tools to support M&E system such as national seminar and Web 2.0 platform, which has 69.5% for conducting workshops in paragraph number nine. According to **Lillis** (2005) the main obstacles in the implementation of plans are due to the weaknesses of monitoring and evaluation from the higher management for the implementation process, which means the importance of monitoring activities. Also, **Abbasy** (2004) agrees that, the main problem in the implementation process is due to poor follow-up.

Table (5.9): Means and Test Values for “Monitoring of FIP’s Activities.”

No	Paragraph	Mean	Proportional mean (%)	Test Value	P-Value (Sig.)	Rank
1	Cooperation between ME employees	7.04	70.4	6.796	.000*	4
2	Clear indicators for each level of ME levels	7.03	70.3	6.626	.000*	5
3	Have many Data collection resources	7.35	73.5	8.863	.000*	1
4	Have routine data collection	6.93	69.3	5.711	.000*	9
5	Very easy to return back to any collected data	7.05	70.5	6.689	.000*	3
6	Processes any collected data	6.98	69.8	6.416	.000*	6
7	Routine Data analysis	6.94	69.4	6.117	.000*	8
8	Uses Parallel ME Tools	7.10	71.0	7.169	.000*	2
9	Have workshops/Training programs to improve teams performance	6.95	69.5	5.988	.000*	7
10	Have implementation plan with good budget	6.14	61.4	.789	.431*	10
17	All paragraphs	6.95	69.5	7.122	.000*	-

* The mean is significantly different from 6

5.2.4 Evaluation for FIP’s Outputs.

Table (5.10) shows the following results: the proportional mean of the filed “**Evaluation for FIP’s Outputs**” equals (77.1%), Test-value = 11.242, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6.

In other words, most of study sample have a good experiences in field of evaluation for the implementation's outputs.

Extra information can be detected from this table: large numbers of principals agree with paragraph number one: "The main reason for ME processes is improvement not sanctions". Also, there is a reasonable benefit from the output data to redesign activities and utilize material resources. But the dissemination of result data seems poor. According to the literature the evaluation should be used as a decision tool and used to make the required correction in the planning process, see chapter two, section 2.3. More than, **Lopez (2010)** recommend through his study to use the evaluation of output as decision tool and to dissemination result data in wide manner. Also, **Deprez (2008)** emphasis that the evaluation of output should be used as a source of learning and not ending with gathering data only but it needs to know how to use the output results in the decision making. Return back to table (5.10), paragraph two (Use result data to make correction in strategic plan in continuous manner) has proportional mean 78.4%, which is good percentage, but, the result is not realistic from the researcher's point of view, because on the ground the schools' principals are not aware of the strategic plan. The same thing for paragraph three. **Franco (2010)** suggest that, Evaluation of annual results should be part of M&E system, which is done in the suggested follow up model. Also, **El-Dajany (2011)** suggest to revise strategic plan annually based on the result of the evaluation of outputs.

Table (5.10): Means and Test Values for "Evaluation for FIP's Outputs"

No	Paragraph	Mean	Proportional mean (%)	Test Value	P-Value (Sig.)	Rank
1	The main reason for ME processes is improvement not sanctions	8.14	81.4	12.763	.000*	1
2	Use result data to make correction in Strategic plan in continuous manner	7.84	78.4	10.765	.000*	4
3	Use result data to redesign activities and utilize material resources	7.63	76.3	9.576	.000*	5

No	Paragraph	Mean	Proportional mean (%)	Test Value	P-Value (Sig.)	Rank
4	Use result data to explore performance strength and weaknesses	7.93	79.3	11.560	.000*	3
5	Use result data in development of HR and training needs	8.00	80.0	12.775	.000*	2
6	Disseminate any result data in wide manner	6.75	67.5	3.781	.002*	6
17	All paragraphs	7.7135	77.1	11.242	.000*	-

* The mean is significantly different from 6

5.2.5 The Reality of the Follow up System

In general and according to table (5.11), the proportional mean of The Reality of the Follow up System equals (65.4%), Test-value = 5.25, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6 but in a small amount. In other words, most of the study respondents have acceptable experiences in monitoring and evaluation, and try to simulate the effective M&E system. To clear the view of this result, you should return back to the first of section 5.2 and try to build a more wide view of the reality of the follow up system in Education Department. Each section has its effect in the whole system and also affect the others section one by one. In other word, the poor participation in strategic planning have a great effect on the implementation of any activity, and poor evaluation of inputs resources will affect on the quality of the outputs or the time needed to accomplish any activity. Also, if there is no feedback from the evaluation process to take a correction action related to any stage especially planning stage, the real results will be far away from the planned target results. This result agrees with **Mark** (2007) in that local NGOs in Botswana felt short of the best practices of M&E.

Table (5.11): Means and Test Values for “The Reality of the Follow up System”

No	Field	Mean	Proportional mean (%)	Test Value	P-Value (Sig.)
1	Awareness of strategic and implementation plan	2.956	29.56	-18.059	.000
2	Evaluation for the M&E system Inputs.	7.634	76.34	14.643	.000
3	Monitoring of FIP’s Activities.	6.951	69.51	7.122	.000
4	Evaluation for FIP’s Outputs.	7.713	77.13	11.242	.000
5	The Reality of the Follow up System	6.54	65.40	5.250	.000

* The mean is significantly different from 6

Hypotheses Testing

Hypothesis #1

There is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due demographic and organization factors. This hypothesis is divided into the following sub-hypotheses:

- a) There is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due the education area.**

Table (5.12) shows that the P-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each fields, then there is insignificant difference among respondents' answers

regarding the monitoring and evaluation system due to Educational Area. As a conclusion, the Educational Area has no effect on these fields. This result realistic, since the geographic area in Gaza strip is small and the principals from many areas work in other areas, so their experience is spread through many areas.

Table (5.12): ANOVA Test of the Fields and their P-values for the Education Area

No	Field	Test Value	P-value (Sig)
1	Awareness of strategic and implementation plan	.462	.763
2	Evaluation for the M&E system Inputs.	2.190	.073
3	Monitoring of FIP's Activities.	1.268	.285
4	Evaluation for FIP's Outputs.	.841	.501
5	All paragraphs of the questionnaire	1.250	.292

b) There is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due the gender.

Table (5.12) shows that the P-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each fields. So, there is insignificant difference among respondents' answers regarding the monitoring and evaluation system due to gender. This means that the gender has no effect on these fields. The findings agree with **El-Shaer (2007)** study which indicates that no statistically significant differences between the average of all respondents attributable to the gender. This result is due to the fact that the culture of schools principals is homogeneous according to the values and the experience in management. This result is disagree with the findings of **Psychol (2012)** study in that, gender has significant effect on management, especially in managerial stereotypes. **Al-Zu'bi & Judeh (2011)** in their study state that, there were no significant differences in the respondents' perception on TQM implementation due to gender. Also **Bahloul (2011)** in his study indicates that there are no significant statistical differences among the respondents' answers regarding the role of marketing information systems technology in the decision making process due to gender.

Table (5.13): Independent Samples T-Test of the Fields and their P-values for the Gender

No	Field	Mean		Test Value	P-value (Sig)
		Male	Female		
1	Awareness of strategic and implementation plan	3.1250	2.7330	.462	.763
2	Evaluation for the M&E system Inputs.	7.5417	7.7547	2.190	.073
3	Monitoring of FIP's Activities.	6.7230	7.2515	1.268	.285
4	Evaluation for FIP's Outputs.	7.3352	8.2121	.841	.501
5	All paragraphs of the questionnaire	6.4227	6.6932	1.250	.292

* The mean difference is significant a 0.05 level

c) There is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due the Education level.

Table (5.14) shows that the P-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each fields, then there is insignificant difference among respondents' answers regarding the monitoring and evaluation system due to educational level. As a conclusion, the educational level has no effect on these fields. This result may be according to the fact that the school principals work according to restricted rules and there is no opportunity for them to take advantage of the academic experience. **Bahloul** (2011) indicates that, there are no significant statistical differences among the respondents' answers regarding the role of marketing information systems technology in the decision making process due to Educational Level. According to **Singh L., Singh A., and Khare (2011)** higher levels of education did not lead to higher scores in moral maturity.

Table (5.14): ANOVA test of the fields and their p-values for the education level

No	Field	Test Value	P-value (Sig)
1	Awareness of strategic and implementation plan	.741	.529
2	Evaluation for the M&E system Inputs.	.312	.817
3	Monitoring of FIP's Activities.	.749	.524
4	Evaluation for FIP's Outputs.	.751	.523
5	All paragraphs of the questionnaire	.106	.956

d) There is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due the experience in management.

Table (5.15) shows that the P-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each fields, then there is insignificant difference among respondents' answers regarding the monitoring and evaluation system due to educational level. As a conclusion, the educational level has no effect on these fields. Also, the findings here agree with **El-Shaer (2007)** study which indicates that no statistically significant differences between the average of all respondents attributable to the experience in management. Also, this due to the fact that the school principals work according to restricted rules and there is no opportunity for them to take advantage of the management experience, especially the principals in the field of M&E. This result also agrees in general with **Singh L., Singh A., and Khare (2011)** which argues that age and more years of management experience do lead to higher scores in moral maturity.

Table (5.15): ANOVA Test of the Fields and their P-values for the Experience in Management

No	Field	Test Value	P-value (Sig)
1	Awareness of strategic and implementation plan	1.433	.242
2	Evaluation for the M&E system Inputs.	.555	.575

3	Monitoring of FIP's Activities.	.413	.662
4	Evaluation for FIP's Outputs.	.861	.425
5	All paragraphs of the questionnaire	.660	.518

e) **There is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due the type of school.**

For the school type, since the percentage of leaders to percentage of schools' principals is less than 1:3, the researcher excluded the leaders from this test.

Table (5.16) shows that the P-value (Sig.) is less than the level of significance $\alpha = 0.05$ for the field "Awareness of strategic and implementation plan". According to that, there is significant difference among respondents' answers regarding the awareness of strategic and implementation plan due to type of school. As a conclusion, the type of school has an effect on this field. Also, since the sign of the test for this field is negative, then the Elem respondents' answers are significantly less than Prep respondents'.

Also, table (5.16) shows that the P-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each the other fields. According to that, there is insignificant difference among respondents' answers regarding the monitoring and evaluation system due to type of school. As a conclusion, the type of school has no effect on these fields.

Table (5.16) Independent Samples T-Test of the Fields and their P-values for the Type of School

No	Field	Mean		Test Value	P-value (Sig)
		Elem	Prep		
1	Awareness of strategic and implementation plan	3.0313	3.3623	-.829	.034*
2	Evaluation for the M&E system Inputs.	7.6437	7.5125	.518	.424
3	Monitoring of FIP's Activities.	7.0519	6.8800	.592	.911
4	Evaluation for FIP's Outputs.	7.8658	7.6697	.591	.315
5	All paragraphs of the questionnaire	6.3757	6.2303	.629	.150

* The mean difference is significant a 0.05 level

Hypothesis #2

There is no significant difference at $\alpha \leq 0.05$ in the reality of component of the follow up system.

Table (5.11) is repeated here as Table (5.17) in order to present the result of testing the hypothesis #2. This table shows that the means of each field comparing with the hypothesized value 6 , whether positive or negative **is different from the others**, so as a conclusion, there is a significant difference at $\alpha \leq 0.05$ in the reality of the follow up system. Again to get more information return to section 5.2.5.

Table (5.17): Means and Test Values for “The Reality of the Follow up System”

No	Field	Mean	Proportional mean (%)	Test Value	P-Value (Sig.)
1	Awareness of strategic and implementation plan	2.956	29.56	-18.059	.000
2	Evaluation for the M&E system Inputs.	7.634	76.34	14.643	.000
3	Monitoring of FIP’s Activities.	6.951	69.51	7.122	.000
4	Evaluation for FIP’s Outputs.	7.713	77.13	11.242	.000
5	The Reality of the Follow up System	6.54	65.40	5.250	.000

CHAPTER SIX

SUGGESTED FOLLOW UP MODEL

5.3 Introduction

5.4 Follow up Model Chart

5.5 The Theoretical Background

5.6 Model Details

5.7 Part of the FIP

5.8 Web Based Program for Follow up Model

6.0 Introduction

In this chapter the researcher will explain the content of the suggested model of follow up, the theoretical back ground, model details, model processes, FIP structure, web based design for the model, and the database tables and relationships based on the FIP or any similar plan. This explanation is crucial as the web based program will be dynamic. Finally, the study will give some details about the use of the web based program in real environment.

6.1 Follow up Model Chart

Figure (6.1) shows the component of Follow up model. This model contains three main parts:

- 1- Evaluation of the inputs of the implementation plan.
- 2- Monitoring the activities of the implementation plan.
- 3- Evaluation of outputs of the implementation plan.

This model as a follow up/Monitoring and evaluation system is restricted by the time needed to get the outputs (nearly two years), but it will support the evaluation of outcomes related to any strategic objectives as a part of the whole strategic plan.

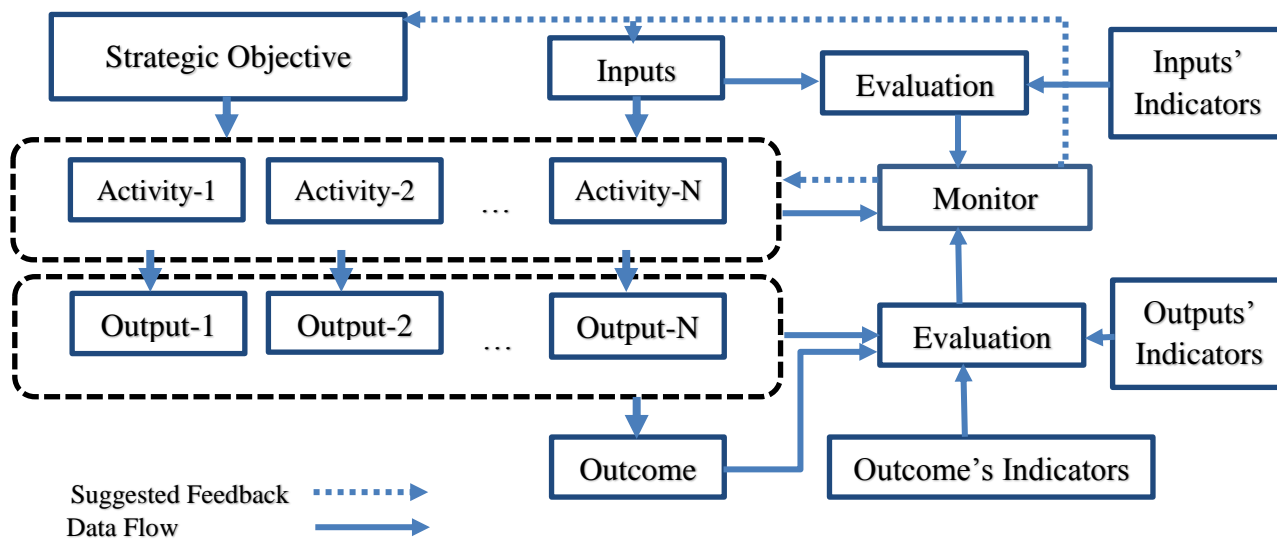


Figure (6.1): Follow up Model
Developed by the Researcher

6.2 The Theoretical Back Ground

This model has been built based on effective monitoring and evaluation system, logframe, monitoring and evaluation plan, and rapid appraisal methods with the methodology of continuous assessment, for more information refer to chapter 2.

6.3 Model Details

a- Evaluation of Inputs

The model should evaluate the following suggested inputs based on the acceptable level for each point:

- 1- Staff knowledge
 - a) Awareness about strategic plan
 - b) Awareness about implementation plan
 - c) Awareness about M&E plan
- 2- Staff skills.
 - a) Ability to collect data.
 - b) Ability to analysis collected data.
 - c) Ability to write reports.
 - d) Ability to plan.
- 3- Support.
 - a) Budget.
 - b) Formal.
- 4- Involved in the development process of system.
- 5- Clear goals for the development process.
- 6- Priority core indicators.
- 7- Data dissemination.

The evaluation for each of the inputs should be conducted according to specified indicators. This depends on the type of the implemented goal (simple or not). The result of this evaluation will be used to clarify the background infrastructure that will used in the M&E systems and will be an important indicator for the success if the implementation of the implementation plan in early stages. Also, the model should be fed with the stakeholders' names and their percentage weight. The percentage weight can be determined by any agreed methods, and it can be the percentage of employees under his/her supervision related to all employees, or the percentage of students in the

school related to the total number of students. According to that, the summation of stakeholders' weights must be equal 100 %.

b- Monitoring the Activities

For each activity, this model should monitor the implementation timeline and entity responsible for implementation. The stakeholders share together the percentage of the achievement for each goal. This means for example, each goal from the FIP should be implemented in 249 schools at the same time, so each school shares according to its weight (numbers of students for example) a percentage in the whole achievement of that goal. Each activity from 249 activities should be like a sensor. This sensor gives early information about the achievement of the whole activity.

In this part , the computer is not enough to get real information, so on ground visiting, meetings, and observing should be used (Järvinen, 2000).

c- Evaluation of Outputs

Each stakeholder should implement the specified activities, and evaluate the activities by him (or team), then according to the output indicators, he/she sets the percentage of success as data inputs to the model. This model then collects these data and calculates the whole percentage of the success in implementing any activity comparing with output indicator. Each Strategic objective has at least one outcome, and each outcome has at least one output. See figure (6.2).

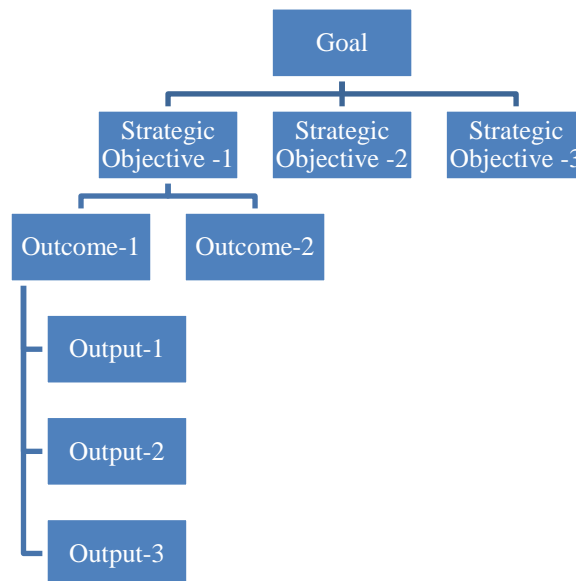


Figure (6.2): FIP hierarchy,
Developed by the Researcher

To evaluate the implementation of any strategic objective, the model should evaluate all its outcomes in specific timeline. Also, to evaluate any outcome the model should evaluate all its outputs. So, first of all the model should evaluate the outputs, and then get back to the above hierarchy to set the evaluation for the outcomes and strategic objectives. Each output should be a result of any activity/ies, so the model uses equation (6.1) to evaluate each output from its activities in relation to the number of stakeholders sharing in the implementation process of strategic objective. For example, output-1 will equal the summation of each individual output from each stakeholders share the implementation process multiplied by the stakeholder percentage weight.

Equation (6.1)

$$\% \text{ of Output-1} = [\text{Output-1-1} * \% \text{weight of stakeholder number 1}] + \dots + [\text{output-1-N} * \% \text{weight of stakeholder N}].$$

N here represents the number of stakeholders

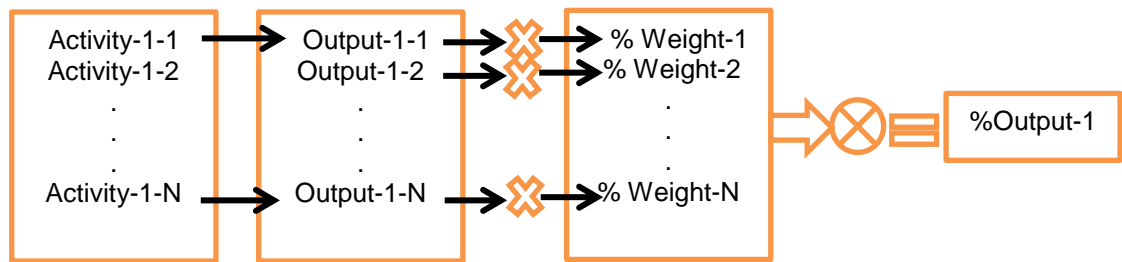


Figure (6.3): Graphic representation of equation (6.1)

Developed by the Researcher

6.4 Part of the FIP

Table (6.1) shows part of FIP with the same hierarchy of figure (6.2). Each outcome and output has indicators. But, there is no description of any activity that will be used to achieve any output. Building the required activities related to any strategic plan is essential and will save time and efforts. Since each stakeholder will depend on these activities as a road map to implement the plan, and also, help the high managers to follow up these activities, so, the web based program that built on follow up model will ask the manager who will follow up the implementation to enter the activities with the level of acceptance.

Table (6.1) Part of the FIP

Outcome		Indicators	
Goal 2: Acquired Knowledge and skills			
Strategic Object 4: Ensure universal access to and coverage of basic education			
4.1	Basic education available for all Palestine refugee children	4.1.a	Cumulative dropout rates for preparatory education – male
		4.1.b	Cumulative dropout rates for preparatory education – female
		4.1.c	Cumulative dropout rates for elementary education –male
		4.1.d	Cumulative dropout rates for elementary education –female
		4.1.e	Survival rate to the end of basic education – male
		4.1.f	Survival rate to the end of basic education – female
		4.1.g	Level of satisfaction by direct users with newly constructed and/or upgraded schools.
4.1.1	Education access, retention and completion in a conducive learning environment	4.1.1.a	Pupil-teacher ratio for preparatory education.
		4.1.1.b	Pupil-teacher ratio for elementary education.
		4.1.1.c	Percentage of double-shift schools
4.1.2	Physical infrastructure and/or equipment of schools provided, maintained or improved	4.1.2.a	Percentage of existing school buildings upgraded to meet UNRWA’s infrastructure, security, safety and accessibility standards against total number of schools upgraded in the biennium

Source: (Pfaffe, 2012)

6.5 Web Based Program for The Follow up Model

6.5.1 Introduction

As a pilot simulation of follow up model, the researcher with a great help of a programmer try to program the model, and implement some of its features, in order to get practical vision about the real model. This web based program supposes that:

- 1- There is a manager for the M&E system.
- 2- There are activities related to any outputs.

To create this program, the researcher analyses the environment according to follow up model, and creates relational data base. Also, the researcher creates a procedure that will be used in the creation of M&E plan dynamically. In other word, the program will not be static, so it can be used for any M&E plan that built according to strategic plan with goals, strategic objectives, outputs, outcomes and indicators.

6.5.2 M&E System Manager/Administrator Role

The main role of the M&E system manager is to create a M&E plan based on real implementation plan. This implementation plan should have at least one main goal, one strategic objective, one output, and one outcome. After that, the manager assigns the stakeholders (who will implement the plan) according to their responsibilities in the implementation plan. He also puts agreed or acceptance level (percentage %) of accomplishment of each assign activity. In parallel to that, he assigns the inputs which are required to accomplish the whole activities, especially the knowledge and skills of the stakeholders. In the time of the implementation of each activity, the manager is supposed to monitor these activities, and take the required decision to help/correct the situation. This decision is supposed to be created by the admin or strategic plan team.

6.5.3 M&E System Stakeholder Role

As mention in the above paragraph, the stakeholder should periodically and continuously fill in the required accomplishment rate of each assign activity, and write any notes about the implementation process, that may give the system manager a clear vision about the reasons of that accomplishment rate.

6.5.4 Database and Software Framework

To create a dynamic web based program, there are many options, for example, you can use .NET, PHP, and Delphi. The choice is done to used .NET (pronounced *dot net*) Framework, since it's the software framework used by UNRWA in developing and programming, and there is a license to use it.

.NET Framework is “a software framework developed by Microsoft that runs primarily on Microsoft Windows” (Wikipedia, 2013, p. 1). This software framework needs a database engine to store, retrieve, and analysis its data in proper way. The .NET Framework uses a SQL (Structured Query Language), as database engine.

SQL is “a special-purpose programming language designed for managing data held in a relational database management systems (RDBMS)” (Wikipedia, 2013, p. 1).

6.5.5 Web Based Program

In this section, the researcher will show some snap shot of the web based program based on some activities in the suggested model of follow up.

This program assumes that, every stakeholder or any person has a role in the implementation plan should have a username and password to enter to the system, since his data or opinion will be fully related to the result of the implementation in his area. Figure (6.4) shows the passport window to enter to the system.

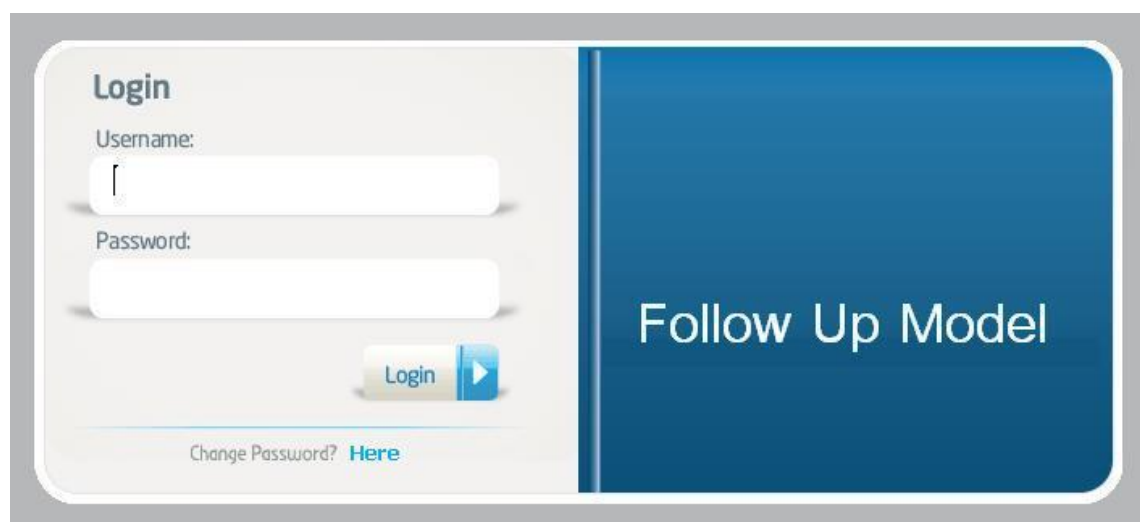


Figure (6.4): Passport Window

According to the role of the user, the next window will be related to the privileges accounted to him. So, a user with administrator privileges will see window like figure (6.5), which gives him the opportunity to create a new follow up plan, or/and monitoring the result of the evaluation of inputs and outputs. Also, the administrator can assign a stakeholder to specific Goal, so this stakeholder when enter to the system, he/she will see related activities to his role in the implementation process.

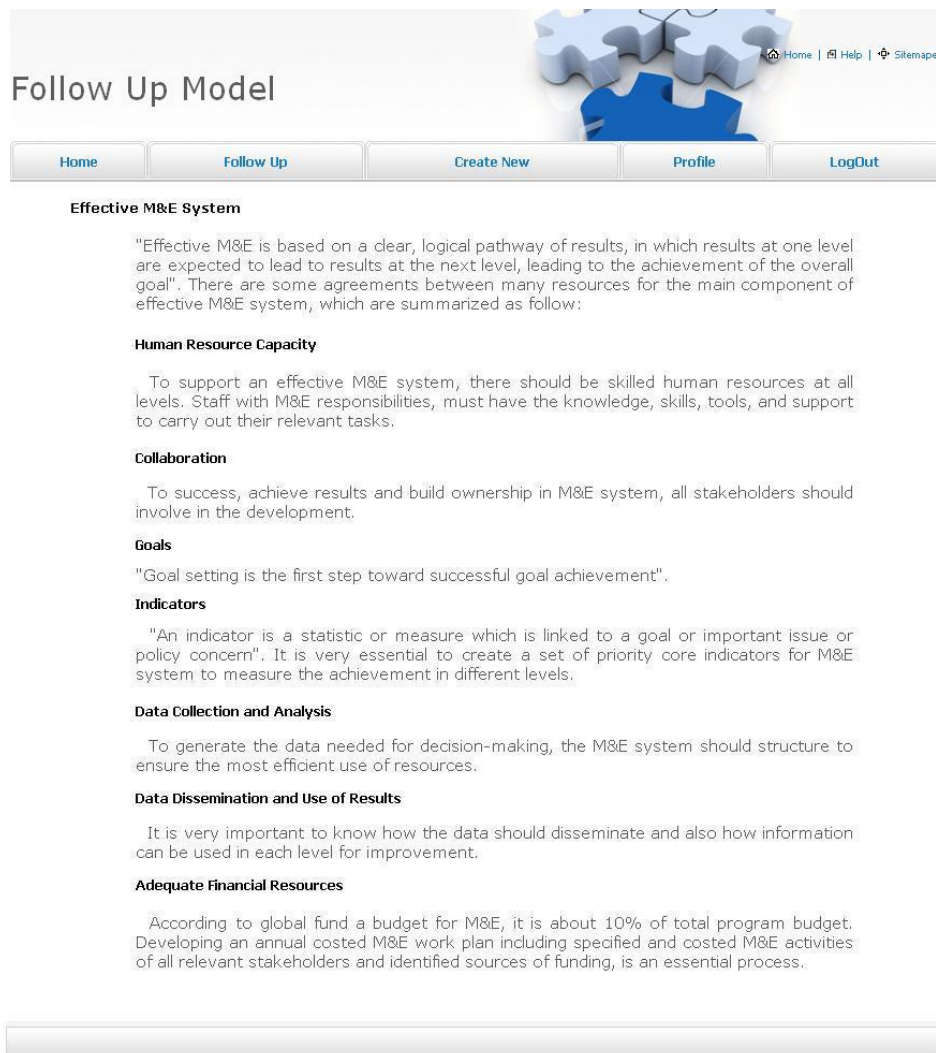


Figure (6.5): Administrator Window

If the user is stakeholder, then his window will first ask him to answer some questions related to the implementation process. This is helpful in order to evaluate his/her knowledge and skills and the available resources in his/her area. Figure (6.6) shows an example of this window.

Home | Help | Sitemap

Follow Up Model

Home Inputs Activity Profile LogOut

Staff knowledge :

Awareness about strategic plan	<input type="text" value="1"/>	%
Awareness about implementation plan	<input type="text" value="1"/>	%
Awareness about M&E plan	<input type="text" value="1"/>	%

Staff skills :

Ability to collect data	<input type="text" value="1"/>	%
Ability to analysis collected data	<input type="text" value="1"/>	%
Ability to write report	<input type="text" value="1"/>	%
Ability to plan	<input type="text" value="1"/>	%

Support :

Awareness about strategic plan	<input type="text" value="1"/>	%
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Involved in the development orocess of system

Yes No

Clear goals for the development process

Yes No

Priority core indicators

Yes No

Ability to dissemina data

Yes No

Update Cancel

Figure (6.6): Evaluate Stakeholder Skills and Knowledge.

CHAPTER SEVEN

CONCLUSIONS & RECOMMENDATIONS

7.0 Conclusion

7.1 Recommendations

7.2 Suggestions for future study

7.0 Conclusion

The study main objective is to improve the follow up of implementation for the FIP by designing a follow up model. So, the study analyzed the reality of monitoring & evaluation and investigated the weakness parts of the real system based on the effective monitoring and evaluation system. According to the reality of M&E system and the literature review, the researcher created a model to follow up the FIP and built a pilot web based program to simulate some the activities done by this model. The following conclusions were drawn based on the data analyzed and the findings reached concerning the investigation of the reality of M&E system:

Awareness of strategic and implementation plan:

- 14.4% from the respondents have good awareness about the content of FIP. This small percentage due to the fact that; all principals get their information of the content of FIP through meetings with CFEP, and AEOs.
- Most of respondents are not aware of the content of strategic plan and the implementation plan.

Evaluation for the M&E system Inputs:

- Most of respondents with 76.3% have very good experiences in field of monitoring and evaluation and used specific tools like direct observation and reporting.
- The popular tool used in monitoring and evaluation is direct observation with proportional mean equals 84.0%.
- 74.1% of the respondents able to determine the data source for the evaluation and monitoring process.
- 77% of the respondents able to collect data from its resources and 76.8% of respondents able to analysis them.
- 79.2 % of the respondents able to write reports.
- 82.1% of the respondents able to create goal that will the employee in his work.
- 83.5% of the respondents able to determine Training needs for his employees.
- 76.3 % of the respondents have support indicators for M&E plan.
- 71.2% of the respondents depend on Opinion surveys as M&E tool.
- 70.8% of the respondents depend on Questionnaires as M&E tool.
- 77.9% of the respondents depend on interviews as M&E tool.
- 76.1% of the respondents depend on reports as M&E tool.

- 84.0% of the respondents depend on direct observation as M&E tool.
- 77.2% of the respondents have official Support from their bosses.
- 77.2% of the respondents have different data dissemination tools.

Monitoring of FIP's Activities:

- Most of respondents with 69.5% have good experience in field of monitoring the activities of the implementation plan.
- Most of respondents with 77.1% have good experiences in field of evaluation for the implementation's outputs.
- 70.4% of the respondents agreed that there is cooperation between M&E employees.
- 73.5% of the respondents agreed that, they have many data collection resources, and 70.5% of the respondents agreed that, it is very easy to return back to any collected data.
- 69.5% of the respondents agreed that, they have workshops/Training programs to improve teams of M&E performance.

Evaluation for FIP's Outputs.

- 81.4% of the respondents agreed that, the main reason for M&E processes is improvement not sanctions.
- 67.5% of the respondents agreed that, they disseminate any result data form the M&E processes in wide manner.

Research Hypotheses:

- There is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due demographic and organization factors.
- There is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due the education area.
- There is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due the gender.
- There is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due the education level.
- There is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due the experience in management.

- There is no significant difference at $\alpha \leq 0.05$ among the respondents towards the follow up system due the type of school. The exception is for the part of the awareness of the content of strategic and implementation plan, the Preparatory principals more aware than Elementary principals.
- There is significant difference at $\alpha \leq 0.05$ in the reality of component of the follow up system.

7.1 Recommendations

In the light of the study results and findings, the researcher recommends the following:

1. To make a pilot implementation of the web based program based on follow up model in UNRWA-Gaza, Education Department to get real feedback about the efficiency of this model.
2. The stakeholders whom should implement any plan should be included in the process of the creation that plan.
3. Any plan should have monitoring and evaluation sub plan or separated plan, with predefined indicators.
4. The strategic team that creates the strategic plan with the help of the stakeholder should help those stakeholders in the implementation of any goal; by suggest the appropriate activities need to implement this goal.
5. The monitoring and evaluation goals should be clear, specific and can be measured, and also should be available to any stakeholder in any time.
6. The managers should take periodic and continuous feedback from the field and try to adjust their plans according to the real situation as soon, as possible.

7.2 Suggestions for Future Study

For future studies, the researcher suggests the following:

1. To test the efficiency of the follow up model by implement it in any organization that have strategic plan.
2. To create advanced web based program to simulate all the process in the model.
3. Develop the content of the follow up model.

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APPENDICES

Appendix A

A-1 Refereeing and refining

The questionnaire was refereed and refined by many university professor, doctors, statistician, and education managers. Then the final copy was distributed to the sample population.

Referees:

1	Prof. Yousef Ashour	Islamic University - Gaza
2	Dr. Yaser El-Shorafa	Islamic University - Gaza
3	Dr. Akram Sammour	Islamic University - Gaza
4	Dr. Sameer Safi	Islamic University - Gaza
5	Dr. Iyad El-Dajani	Islamic University - Gaza
6	Mr. Ismail Qasem	Islamic University - Gaza
7	Dr. Jalal Shabat	Open University – Gaza
8	Dr. Ramis Ebdair	El-Azhar University - Gaza
9	Dr. Sameh Al-jabbour	UNRWA - Gaza
10	Dr. Naema El-Modalel	UNRWA - Gaza

Appendix B

B.1 Questionnaire in Arabic



الجامعة الإسلامية - غزة
كلية التجارة
عمادة الدراسات العليا
قسم إدارة الأعمال

المدير الفاضل ... المديرية الفاضلة...

تحية طيبة واحترام،،،

يسعى الباحث لإتمام دراسة لتصميم نموذج لتحسين عمليات المراقبة والتقييم ضمن برنامج التربية والتعليم في الأونروا- غزة، وذلك كمتطلب للحصول على درجة الماجستير في إدارة الأعمال MBA. قام الباحث ببناء الاستبيان المرفق لمعرفة الواقع الحالي لنظام المراقبة والتقييم، والموجه للسادة المديرين في برنامج التربية والتعليم. لذا يؤمل منكم التكرم بإبداء رأيكم وتعبئة الاستبيان بشكل يعكس الواقع لديكم بدقة وموضوعية، علماً بأنه سيتم استخدام النتائج ضمن الإطار البحثي فقط، ويسعدني أن تكون من أهل الفضل في ذلك، كما أرجو التكرم وتسليم الاستبيان لمكتب السيد/ مدير المنطقة التعليمية طرفكم خلال اليومين القادمين.

نشكر لكم المساعدة والدعم

الباحث

أشرف أحمد قنديل

الجزء الأول/ المعلومات الشخصية

يرجى وضع إشارة (√) أمام ما ينطبق عليك فيما يلي:

1- منطقة العمل التعليمية									
الشمال	<input type="checkbox"/>	غزة	<input type="checkbox"/>	المعسكرات الوسطى	<input type="checkbox"/>	خانيونس	<input type="checkbox"/>	رفح	<input type="checkbox"/>
2- الجنس :									
						أنثى	<input type="checkbox"/>	ذكر	<input type="checkbox"/>
3- المؤهل العلمي :									
		دكتوراه	<input type="checkbox"/>	ماجستير	<input type="checkbox"/>	دبلوم عالي	<input type="checkbox"/>	بكالوريوس	<input type="checkbox"/>
4- عدد سنوات الخبرة في الإدارة :									
				12 فأكثر	<input type="checkbox"/>	11-6	<input type="checkbox"/>	5-1	<input type="checkbox"/>
5- المدرسة :									
						ابتدائية	<input type="checkbox"/>	إعدادية	<input type="checkbox"/>

الجزء الثاني/ محاور الدراسة

مصطلحات الاستبيان:

1. الخطة الاستراتيجية:

هي الخطة الاستراتيجية للأونروا - جزء برنامج التربية والتعليم - خلال الفترة 2011 وحتى 2015.

2. الخطة التشغيلية (التنفيذية):

هي الخطة التشغيلية (التنفيذية) للأونروا - جزء برنامج التربية والتعليم- ذات فترة التنفيذ خلال سنتين Biennial أو ما يعرف باللغة الإنجليزية بـ Field Implementation Plan (FIP).

3. خطة المراقبة والتقييم:

هي الخطة الخاصة بمتابعة تنفيذ الخطة التشغيلية وقد تكون ضمن الخطة الاستراتيجية والتشغيلية، أو قد تكون منفصلة، بحيث يتم انشاؤها بطريقة فردية حسب منطقة العمل التعليمية.

المحور الأول/ الخطة الاستراتيجية والتشغيلية:

يرجى وضع إشارة (√) أمام ما ينطبق عليك فيما يلي:

(علماً بأن المستوى 1 يعني أرفض بشدة، وأن المستوى 10 يعني موافق بشدة)

الرقم	الفقرة	مستوى الموافقة												
		10	9	8	7	6	5	4	3	2	1			
1	شاركت في اعداد الخطة الاستراتيجية لبرنامج التربية والتعليم.													
2	لدي اطلاع كامل على محتويات الخطة الاستراتيجية الخاصة ببرنامج التربية والتعليم.													
3	شاركت في وضع أنشطة الخطة التشغيلية الخاصة ببرنامج التربية والتعليم.													
4	لدي اطلاع كامل على محتويات الخطة التشغيلية الخاصة ببرنامج التربية والتعليم.													
5	شاركت في وضع أهداف المراقبة والتقييم الخاص بالخطة التشغيلية الخاصة ببرنامج التربية والتعليم.													
6	لدي اطلاع كامل على أهداف المراقبة والتقييم الخاص بالخطة التشغيلية الخاصة ببرنامج التربية والتعليم.													
7	شاركت في وضع أهداف المراقبة والتقييم الخاص بمنطقة العمل التعليمية.													
8	لدي اطلاع كامل على أهداف المراقبة والتقييم الخاص بمنطقة العمل التعليمية.													

المحور الثاني/ مدخلات النظام الفاعل للمراقبة والتقييم:

يرجى وضع إشارة (√) أمام ما ينطبق عليك فيما يلي مع ملاحظة أنه في حال عدم المعرفة بخطة FIP اعتبر أن الخطة التشغيلية هي خطة المنطقة التعليمية أو خطة المدرسة (والتي توضع من خلال تعليمات عامة من رئيس البرنامج)

(علماً بأن المستوى 1 يعني أرفض بشدة، وأن المستوى 10 يعني موافق بشدة)

الرقم	الفقرة	مستوى الموافقة																			
		10	9	8	7	6	5	4	3	2	1										
1	أمتك القدرة على تحديد مصادر المعلومات والبيانات الخاصة بالمراقبة والتقييم بأفضل طرق ممكنة.																				
2	أمتك القدرة على جمع البيانات اللازمة للمراقبة والتقييم.																				
3	أمتك القدرة على تحليل وتفسير البيانات التي تم جمعها للمراقبة والتقييم.																				
4	أمتك القدرة على كتابة تقارير حول نتائج المراقبة والتقييم.																				
5	أمتك القدرة على وضع أهداف محددة وواضحة لمساعدة الموظفين في أداء عملهم.																				
6	أمتك القدرة على تحديد الحاجات التدريبية للموظفين المحتاجين للمساعدة.																				
7	أمتك القدرة على تقويم نتائج المراقبة والتقييم.																				
8	يوجد مؤشرات أداء تساعدني في عمليات المراقبة والتقييم لتنفيذ الخطة التشغيلية.																				
9	أعتمد على استطلاعات الرأي كأداة من أدوات المراقبة والتقييم.																				
10	أعتمد على الاستبيانات كأداة من أدوات المراقبة والتقييم.																				
11	أعتمد على المقابلات الشخصية كأداة من أدوات المراقبة والتقييم.																				
12	أعتمد على التقارير كأداة من أدوات المراقبة والتقييم.																				
13	أعتمد على الملاحظة المباشرة كأداة من أدوات المراقبة والتقييم.																				
14	لدي دعم رسمي من رؤسائي للتنفيذ السليم لعمليات المراقبة والتقييم.																				
15	لدي دعم لوجستي (مادي) من رؤسائي لتنفيذ عمليات المراقبة والتقييم.																				
16	يوجد أدوات لنشر المعلومات والبيانات الناتجة عن أي مرحلة من مراحل عمليات المراقبة والتقييم.																				

المحور الثالث/ عمليات النظام الفاعل للمراقبة والتقييم:

يرجى وضع إشارة (√) أمام ما ينطبق عليك فيما يلي مع ملاحظة أنه في حال عدم المعرفة بخطة FIP اعتبر أن الخطة التشغيلية هي خطة المنطقة التعليمية أو خطة المدرسة (والتي توضع من خلال تعليمات عامة من رئيس البرنامج)

(علماً بأن المستوى 1 يعني أرفض بشدة، وأن المستوى 10 يعني موافق بشدة)

الرقم	الفقرة	مستوى الموافقة																			
		10	9	8	7	6	5	4	3	2	1										
1	يوجد تعاون وتنسيق بين العاملين في إدارة وتطبيق عمليات المراقبة والتقييم.																				
2	مؤشرات الأداء معرّفة ومحددة بشكل واضح لكل مرحلة من مراحل عمليات المراقبة والتقييم.																				
3	يوجد تنوع في مصادر جمع البيانات والمعلومات المتعلقة بأهداف																				

																				وأشطة الخطة التشغيلية.	
																				4	يوجد تجميع منظم للبيانات حول تطبيق الخطة التشغيلية.
																				5	يمكن الرجوع للبيانات المجمعَة بسهولة ويسر.
																				6	يوجد معالجة للبيانات التي يتم تجميعها.
																				7	يتم تحليل للبيانات المجمعَة بشكل دوري.
																				8	يتم استخدام عدة أدوات للمراقبة والتقييم بشكل متواز.
																				9	يوجد دورات تدريبية/ورش عمل لتحسين أداء فرق العمل.
																				10	يوجد خطة تشغيلية ذات غطاء مالي كافٍ للقيام بتنفيذ عمليات المراقبة والتقييم.

المحور الرابع/ مخرجات النظام الفاعل للمراقبة والتقييم:

يرجى وضع إشارة (√) أمام ما ينطبق عليك فيما يلي مع ملاحظة أنه في حال عدم المعرفة بخطة FIP اعتبر أن الخطة التشغيلية هي خطة المنطقة التعليمية أو خطة المدرسة (والتي توضع من خلال تعليمات عامة من رئيس البرنامج)

(علماً بأن المستوى 1 يعني أرفض بشدة، وأن المستوى 10 يعني موافق بشدة)

الرقم	الفقرة	مستوى الموافقة																				
		1	2	3	4	5	6	7	8	9	10											
1	الهدف الرئيس من عمليات المراقبة والتقييم هو التحسين وليس تصيد الأخطاء والعقاب.																					
2	يتم استثمار المعلومات الناتجة عن عمليات المراقبة والتقييم في تعديل الخطة الاستراتيجية/ التشغيلية بشكل دوري.																					
3	يتم استثمار المعلومات الناتجة عن عمليات المراقبة والتقييم في إعادة تصميم العمليات واستثمار الموارد المادية.																					
4	يتم استثمار المعلومات الناتجة عن عمليات المراقبة والتقييم في معرفة مواطن القوة والضعف في الأداء ودعم جهود التحسين.																					
5	يتم استثمار المعلومات الناتجة عن عمليات المراقبة والتقييم في وضع احتياجات تدريبية وتطوير الكادر البشري.																					
6	يتم نشر المعلومات الناتجة عن عمليات المراقبة والتقييم بشكل واسع ضمن برنامج التربية والتعليم/ منطقة العمل التعليمية.																					

B.2 English version of Questionnaire

I- Personal Information

Please put out the signal (√) in front of, what is applied to you.

1- Education Area

2-

Rafah Khan Middle Gaza North

3- Gender

Male Female

4- Level of Education

Bachelor degree High Diploma Master P.H.D.

5- Years of experience as a manager

1-5 6-11 12 years and more

6- School Type

Prep Elem

II- Questionnaire Sections

Questionnaire Concepts

1. Strategic Plan

UNRWA's Strategic plan from 2011 to 2015 – Education parts

2. Field Implementation Plan

UNRWA's implementation plan – Biennial Plan

3. Monitoring and Evaluation Plan

A plan used to follow up the implementation plan- it may be part of strategic plan, FIP, or created separately according to Education Area

Section one: Awareness of strategic and implementation plan.

Please put out the signal (√) in front of, what is applied to you.

(Note that: Level 1 means “strongly not agreed”, and Level 10 means “strongly agreed”)

#	Paragraph	Agree Level									
		1	2	3	4	5	6	7	8	9	10
<u>1</u>	Sharing in creating the strategic plan for ED.										
<u>2</u>	I have full knowledge for the content of SP for ED.										
<u>3</u>	Sharing in creating the FIP.										
<u>4</u>	I have full knowledge for the content of FIP.										

#	<u>Paragraph</u>	Agree Level									
		1	2	3	4	5	6	7	8	9	10
<u>5</u>	Sharing in creating the goals of M&E system for ED.										
<u>6</u>	I have full knowledge for the goals of M&E system for ED.										
<u>7</u>	Sharing in creating the goals of M&E system in my education area.										
<u>8</u>	I have full knowledge for the goals of M&E system in my education area.										

Section two: Evaluation for the M&E system Inputs.

Please put out the signal (√) in front of, what is applied to you.

(Note that: Level 1 means “strongly not agreed”, and Level 10 means “strongly agreed”)

#	<u>Paragraph</u>	Agree Level									
		1	2	3	4	5	6	7	8	9	10
<u>1</u>	Ability to determine Data Source										
<u>2</u>	Ability to collect Data										
<u>3</u>	Ability to analysis Data										
<u>4</u>	Ability to write reports										
<u>5</u>	Ability to put Employees Support Goals										
<u>6</u>	Ability to Determine Training needs										
<u>7</u>	Ability to Evaluate Results										
<u>8</u>	Have support indicators for ME										
<u>9</u>	Depends on Opinion surveys as ME tool										
<u>10</u>	Depends on Questionnaires as ME tool										
<u>11</u>	Depends on interviews as ME tool										
<u>12</u>	Depends on Reports as ME tool										
<u>13</u>	Depends on Direct Observation as ME tool										
<u>14</u>	Have Official Support from my bosses										
<u>15</u>	Have Logistic Supports from my bosses										
<u>16</u>	Have Data dissemination tools										

Section three: Monitoring of FIP's Activities.

Please put out the signal (√) in front of, what is applied to you.

(Note that: Level 1 means “strongly not agreed”, and Level 10 means “strongly agreed”)

#	<u>Paragraph</u>	Agree Level									
		1	2	3	4	5	6	7	8	9	10
<u>1</u>	Cooperation between ME employees										
<u>2</u>	Clear indicators for each level of ME levels										
<u>3</u>	Have many Data collection resources										
<u>4</u>	Have routine data collection										
<u>5</u>	Very easy to return back to any collected data										
<u>6</u>	Processes any collected data										
<u>7</u>	Routine Data analysis										
<u>8</u>	Uses Parallel ME Tools										
<u>9</u>	Have workshops/Training programs to improve teams performance										
<u>10</u>	Have implementation plan with good budget										

Section four: Evaluation for FIP's Outputs.

Please put out the signal (√) in front of, what is applied to you.

(Note that: Level 1 means “strongly not agreed”, and Level 10 means “strongly agreed”)

#	<u>Paragraph</u>	Agree Level									
		1	2	3	4	5	6	7	8	9	10
<u>1</u>	The main reason for ME processes is improvement not sanctions										
<u>2</u>	Use result data to make correction in Strategic plan in continuous manner										
<u>3</u>	Use result data to redesign activities and utilize material resources										
<u>4</u>	Use result data to explore performance strength and weaknesses										
<u>5</u>	Use result data in development of HR and training needs										
<u>6</u>	Disseminate any result data in wide manner										

Appendix C

C.1 Interview with education leaders

In Tuesday 9-8-2011, the following questions were asked to all of the Area Education Officers.

- 1 - Do you know the strategic plan for education or Field Implementation Plan-FIP?
- 2 - What are the follow-up mechanisms that are used to implement the goals of the education area as part of the general plan for education?
- 3 - What are the problems that facing you during the follow-up and monitoring process?
- 4 - Is there a relation between the annual plan and the annual reports?
- 5 – What do you think we should do if there is a gap between the real situation and the planned situation? And what is the time required for you to know the imbalance in the implementation?
- 6 - Do you need a new mechanism that may help you in the follow-up process and increases the effectiveness of your role?

According to the answers of the education leaders, which in general support a new study for creating a model that may help them in the follow up process, the researcher began his study.

Appendix D

D.1 Standard Sampling Size Formula

$$n = \frac{\left(\frac{P[1-P]}{\frac{A^2}{Z^2} + \frac{P[1-P]}{N}} \right)}{R}$$

Where

- n = Sample size required.
- N = Number of people in population.
- P = Estimated variance in population, as a decimal: (0.5 for 50-50).
- A = Precision desired, expressed as a decimal (0.05 for 5%).
- Z = Based on confidence level: 1.96 for 95% confidence.
- R = Estimated Response rate, as a decimal.

$$151 = 0.5 * 0.5 / ((0.05)^2 / (1.96)^2 + (0.5)^2 / 249)$$