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EdData II

Education Data for Decision
Making (EdData II):
Iraq Education Surveys—
MAHARAT

Iraq Education Management Capacity Assessment
(IEMCA)

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Education Data for Decision Making (EdData II): Iraq Education Surveys— MAHARAT

Iraq Education Management Capacity Assessment (IEMCA)

EdData II
Task Order No. 14

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Abbreviations

BOT	Board of Trustees
COR	Contracting Officer's Representative
CSO	civil society organization
DCI	Development Cooperation International
DG	Director General
DOE	Directorate of Education
EMIS	Education Management Information System
IEMCA	Iraq Education Management Capacity Assessment
IT	information technology
KEMACA	Kenya Education Management Capacity Assessment
MAHARAT	Arabic word for "skills"
MOED	Ministry of Education
NA	not applicable
PTA	Parent-Teacher Association
Q&A	Question and Answer
QASO	Quality Assurance and Standards Officer
SMC	school management committee
UNESCO	United Nations Educational, Scientific, and Cultural Organization
US	United States
USAID	United States Agency for International Development

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Executive Summary

The Iraq Education Management Capacity Assessment (IEMCA) survey was one of three surveys conducted at the request of the Government of Iraq, with funding from the United States Agency for International Development (USAID), and implemented through the EdData II Iraq Education Surveys Project: MAHARAT.¹ The assessment was carried out by RTI International in collaboration with two subcontractors: Development Cooperation International (DCI-Iraq) and Prodigy Systems. The survey's main objective was to identify possible management-capacity gaps in the Iraqi education system (a) as it exists today and, to some extent, (b) as stakeholders envision the system in the near future.

IEMCA addressed capacity issues in 10 broadly defined function domains—general skills, factual,² organization and structure, curriculum, Education Management Information System (EMIS), finance, planning, quality assurance, human resources and assets management, and high-quality education—across four levels of the system (national, provincial, district, and school). Because a decision was made not to conduct a census survey, a stratified random sample of provinces, districts, and schools were targeted. The number of units sampled were limited largely because of security concerns and budget, and allowed for only simple descriptive statistical analyses to be performed.

The survey instruments that were used for IEMCA were adapted from a set of questionnaires that RTI had developed and used in Kenya for a similar, albeit much larger, management-capacity assessment exercise. In April 2012, an adaptation workshop was conducted in Erbil with key education officials from the Ministry of Education (MOED), provincial and district education offices, and schools. The purpose of this workshop was threefold: first, to “translate” the Kenya questionnaires to the Iraqi education context; second, to ensure that all of the questions that were needed to gain a clear understanding of education in Iraq were included in the instruments; and third, because it makes little sense to conduct a management-capacity assessment on a system that is either being reformed or will soon be reformed, to query the workshop participants regarding the status of system-wide reform. All participants noted that no such reform was imminent, but that it was needed. They also requested that time be set aside for education officials to envision a high-quality education system and to identify the key skills needed to manage that system. The workshop was adjusted to include this request, and the key functions of that envisioned system were added to the survey instruments.

After the survey instruments were adapted, they were uploaded to iPads. Protocols were then developed, the assessors were trained, and the overall survey process was piloted. With feedback from the pilot exercise, the survey process was finalized, and the assessors were sent into the field to conduct the surveys. The data were then cleaned and analyzed.

¹ The other two surveys were Assessment of Student Performance in Reading and Mathematics, Pedagogic Practice, and School Management; and Assessment of In-service Teacher Training Institutes.

² Questions in the “Factual” section of each questionnaire addressed such issues as the existence of an improvement plan or a performance appraisal system.

The overwhelming majority of management-capacity questions that were asked required the respondents to offer one of four responses:

1. No/Not at all/Total lack
2. Some/Sometimes/Somewhat
3. Most of the time/Mostly
4. Plenty/Always/All/Yes

A response of either “1” or “2” reflects a general sense of lack regarding the question being asked, and a response of either “3” or “4” indicates that the situation being addressed in the question is relatively satisfactory. Because IEMCA was meant to reveal capacity gaps within the education system, the analysis first looked for domain areas in which 50% or more of the respondents responded with “1” or “2” to more than 40% of the questions, vis-à-vis all the questions asked within that domain area of the questionnaire. The results of this initial filtering process are shown here and in the table just below:

- National Level
 - General Skills: 100%
 - Human Resources: 100%
 - Vision: 100%
- District Level
 - EMIS: 71.43%
 - Financial Management and Planning: 57.14%
 - Planning: 57.14%
 - General Skills: 42.8%
- School Level (Head Teachers)
 - Finance, Budgeting, and Procurement: 81.25%
 - Asset Management: 50%

Domain Code ³	National	Provincial	District	School Head Teacher	School Teacher
B	Organization and Structure	Organization and Structure	NA	Organization and Structure	Organization and Support
	0	0	NA	6.25	3.2
C	General Skills	General Skills	General Skills	General Skills	Curriculum and Learning Processes
	100	0	42.8	3.1	11.1
D	Factual	Factual	Factual	Curriculum Implementation and Support	NA
	0	0	0	15.6	NA

³ The questionnaires were organized by function domain. The function domains in each questionnaire were given a code (B–K). However, the function domain and its corresponding code are not consistently matched. Because the analyses were carried out on data that were tied to the codes, we show the relationship between codes and function domains here.

Domain Code ³	National	Provincial	District	School Head Teacher	School Teacher
E	EMIS	EMIS	EMIS	EMIS	NA
	0	25	71.43	15.62	NA
F	Financial Planning and Management	Financial Planning and Management	Financial Planning and Management	Finance, Budgeting and Procurement	NA
	0	0	57.14	81.25	NA
G	Human Resources	Human Resources	Human Resources	Asset Management	NA
	100	0	14.28	50	NA
H	Quality Assurance and Standards	Quality Assurance and Standards	Quality Assurance and Standards	NA	NA
	0	0	14.28	0	NA
I	Procurement	NA	Planning	NA	NA
	0	NA	57.14	NA	NA
K	Vision	Vision	Vision	Vision	NA
	100	0	14.28	18.75	NA

The figures in the above table reveal that 71.43% of the district-level respondents chose either “1” or “2” in response to more than 50% of the questions asked in the EMIS section of their questionnaire; 81.25% of the Head Teachers answered with “1” or “2” to more than 50% of the questions asked in the Finance, Budgeting, and Procurement section of their questionnaire; and 57.14% of the district-level respondents chose “1” or “2” in response to more than 50% of the questions asked in the Financial Planning and Management section of the questionnaire. To help draw the reader’s eye to those areas in which over 50% of the respondents answered with “1” or “2” to more than 50% of the questions asked, the cells in the table are colored light yellow. Those areas, where 40%–50% of the respondents answered with “1” or “2” to more than 50% of the questions asked, are colored dark green.

In examining this table, it becomes evident that the levels of the system that may be most in need of capacity development are the national, the district, and the school (the Head Teachers); the function areas of the system that may require the most capacity building are General Skills and Financial Planning and Management/Procurement. The term “may” is used deliberately because some of the data here emanate from a very small number of respondents; there was only one respondent at the national level,⁴ four at the provincial level (out of a total of 15 provinces), and seven at the district level (out of a total of 84 districts). Accordingly, national-, provincial-, and district-level results here can only be seen as descriptive—no definitive conclusions can be drawn.

⁴ Although it was noted that four national-level people responded to the questionnaire, these four people served as one, in that they addressed non-overlapping subsets of questions.

IEMCA was designed to ascertain if there might be different responses in various geographic jurisdictions. Comparing the results from Dhi Qar to those from Anbar (see table below)⁵ revealed that the respondents in Dhi Qar answered with “1” or “2” with greater frequency than the respondents in Anbar in 14 of 25 cases (56%), while the respondents in Anbar answered with “1” or “2” with greater frequency than the respondents in Dhi Qar in only 1 of 25 cases (4%). In the remaining 10 cases, participants from the two districts responded with “1” or “2” with equal frequency (40% of the total). Although the sample size is too small to draw any statistically significant conclusions, these findings point to the need to investigate the possible management capacity differences between those jurisdictions.

Anbar	Dhi Qar	Anbar	Dhi Qar	Anbar	Dhi Qar	Anbar	Dhi Qar
Province		District		Head Teacher		Teacher	
Organization and Structure		NA		Organization and Structure		Organization and Structure	
0	100	NA	NA	25	62.5	6.25	18.75
General Skills		General Skills		General Skills		Curriculum and Learning Processes	
0	0	50	100	25	62.5	12.5	62.5
Factual		Factual		Curriculum Implementation and Support		NA	
0	100	0	100	25	25	NA	NA
EMIS		EMIS		EMIS		NA	
0	100	100	100	25	87.5	NA	NA
Financial Planning and Management		Financial Planning and Management		Financial Budgeting and Procurement		NA	
100	100	100	100	100	100	NA	NA
Human Resources		Human Resources		Asset Management		NA	
0	0	50	100	62.5	100	NA	NA
Quality Assurance and Standards		Quality Assurance and Standards		NA		NA	
0	0	0	0	NA	NA	NA	NA
NA		Planning		NA		NA	
NA	NA	100	50	NA	NA	NA	NA
Vision		Vision		Vision		NA	
0	0	0	50	50	100	NA	NA

Given these results and the general nature of the study that was undertaken, the following are recommended:

⁵Those areas of the table that show greater frequency of “1” or “2” responses by Dhi Qar participants have been colored light blue; those that show greater frequency of “1” or “2” responses by Anbar participants have been colored dark orange.

- Explore further into the jurisdictions and function domains that appear to have significant management-capacity gaps, such that the conclusions drawn will have statistical significance.
- Embark on a visioning exercise that will yield a well-informed and widely owned design of a high-quality, up-to-date education system.
- Assess the management-capacity gaps in terms of that design, as well as the capacities needed to transform the existing system into that vision.

Although no statistically significant conclusions can be drawn from the IEMCA study, the survey responses point to areas—those shown in the table below—where efforts to build capacity could yield meaningful results.

	National	District	School
General Skills			
EMIS			
Finance			
Planning			
Human Resources/ Asset Management			
Vision			

However, before any capacity development efforts begin, serious consideration should be given to initiating an activity that will produce a well-informed and widely owned design of a high-quality, modern education system for Iraq. Our observations, survey responses, and reports from other organizations reveal that the existing education system is outdated and far too centralized to efficiently address the education needs of all Iraqis. To address the management gaps of an education system prior to a significant and needed transformation makes little sense—many of the capacities that might be developed at one level of the system would likely need to be developed at another level of the system after a system-wide transformation occurs. When the envisioned design is in place, it would be beneficial to conduct an additional IEMCA exercise, one from which statistically significant conclusions can be drawn, to ascertain the gaps in those capacities that are needed to manage the new education system, as well as those needed to transform it.

1 Introduction

In the 1980s, Iraq boasted one of the best (if not *the* best) public education systems in the Arab world. However, after three decades of neglect and conflict, Iraq's public education system is in need both of repair and of modernization. According to a Save the Children and International Rescue Committee report,⁶ they stated that

The lack of maintenance, repair, and building of new schools in past decades has led to a crisis in the provision of adequate and safe learning environments. For example, only 15,800 primary schools exist of the 19,000 primary schools needed to house Iraq's current student population. As a result, schooling in shifts is common across Iraq and often results in a shortened school day. Additionally, water and sanitation facilities remain a key concern across the country: ten of 15 governorates included in 2003 data on the availability of water and sanitation in secondary schools had less than 20% functioning water and sanitation facilities on school grounds (page 2).

Additionally, they noted that

...at least 30% of professors, doctors, pharmacists, and engineers fled the country between 2003 and 2007 (UNESCO, 2010a). Furthermore, advances in revising the curriculum are not being met with equal efforts to provide adequate training in its implementation. Training efforts have been piecemeal, of limited duration and inadequately followed through to the classroom level. Teachers have been given few opportunities to improve their skills in the past two decades, and new initiatives have done little to ensure teachers have the time and space to understand, internalize, and effectively adapt materials and knowledge to the classroom. Furthermore, teacher supervisors and administrative staff are in an equally unenviable position. Significant changes have been made to curriculum and general education policies, but the traditional centralized system severely impacts the ability for governorate, district, and school level staff to engage in and apply changes to already stressed learning environments (page 2).

Clearly, if the education situation in Iraq is to improve—if Iraq is to regain its position as the education leader of the Arab world—it must have the capacities needed to effectively manage a high-quality education system. For this to happen, however, two shifts in thinking must occur. First, the Iraqis need to understand the aspects and characteristics of a high-quality education system. To this end, they need to go through the process of developing a well-informed and widely owned vision, or design, of a high-quality education system, one that can facilitate the kind of learning needed for every student to effectively participate in a vibrant democracy and contribute to a robust twenty-first century economy.⁷ Second, those responsible for the Iraqi education system must identify and develop the capacities needed to (a) transform the education system from its present state to the one envisioned, and (b) effectively manage that envisioned education system.

The work carried out under IEMCA begins to address these two needs. It “begins to address” because the design work that was carried out under IEMCA was largely

⁶ McKinney, R. (2010). *Primary and Secondary Education Assessment Iraq*. Prepared for International Rescue Committee and Save the Children.

⁷ For a detailed account of how to create such a design, see Healey, F. H., III, and Crouch, L. (2012). *Decentralization for High-Quality Education: Elements and Issues of Design*. RTI Press publication No. OP-0008-1208. Research Triangle Park, NC: RTI Press. Retrieved from <http://www.rti.org/publications/rtipress.cfm?pid=19678>, viewed on September 4, 2012.

indicative of the design work that should ideally be done to develop a well-informed and widely owned vision of a high-quality education system. Substantially more than 27 people (the number of participants who drafted the design of the envisioned education system in Erbil during the March 2012 adaptation workshop) need to be involved in the development of such an overall design for a longer time period—longer than the workshop’s two days that were devoted to this effort. Additionally, although the conducted IEMCA survey provides useful information, the number of units sampled at each level of the system was too small to allow any statistically significant conclusions to be made. Nevertheless, the results presented here are useful in that they point the way for specific follow-on work that can be done to help move the entire education system back to being seen as at the top among the education systems in the Arab world.

2 Methodology

2.1.1 Questionnaire Adaption

The IEMCA questionnaires were adapted from a set of questionnaires that RTI had successfully developed and used in Kenya for the Kenya Education Management Capacity Assessment (KEMACA) for a similar, albeit much larger, survey that occurred in 2007.⁸ The adaptation process for the Iraqi context occurred during a week-long workshop that took place in Erbil, in March 2012.⁹ The aim of this workshop was largely threefold: (1) to transform/translate and adapt the KEMACA questionnaires to the Iraqi context and to ensure that the characteristics of the Iraqi education system were reflected in all of the survey instruments; (2) to be certain that the set of questions asked at all levels of the education system—national, provincial, district, and school—was exhaustive when compared with the key capacities needed to manage the present Iraqi education system; and (3) to determine the status of any current or planned system-wide reform. The questionnaires are included in *Annex E*.

The workshop participants—many of whom were high-ranking officials from within their respective jurisdictions—were specifically asked if any major structural reforms were in place or if there were any plans in place for such reforms: was the system, in its present organizational, structural, and/or institutional state in the process of reform, or poised to be reformed toward a more efficient and learning-centered education system, in part or in whole? The rationale behind this line of questioning was that a management-capacity audit of a system that does not work well makes little sense if, when various capacity gaps are filled, there still exist organizational, structural, and/or institutional elements of the system that render it ineffective, or if measures are currently underway to transform the system. Accordingly, what is also needed in such an assessment is a sense of the skills and management capacities needed to carry out the tasks required of the transformed system (future capacity gaps).

⁸ The Kenya Education Management Capacity Assessment (KEMACA).

⁹ See *Annex A* for an agenda of the adaptation workshop and *Annex B* for a list of workshop participants.

These senior-level officials all noted that there were no such reform plans in place; however, there was a need to delineate the design of a more learning-centered system and to identify the skills needed to transform and manage that system. In response to participants' views on the topic of reform, RTI conducted a visioning, or design, exercise to begin to ascertain the capacity gaps of a reformed system. The first few sessions of the adaptation workshop were devoted to sketching out the broad parameters of that design. In particular, the participants were apprised of and guided through a function-allocation exercise that had been carried out in Egypt to design a high-quality decentralized education system there. Because the function-allocation table is organized by broad function domains (i.e., curriculum and standards, teacher training and teacher professional development, finance and budgeting, etc.), the workshop participants were similarly grouped according to their position, expertise, and knowledge of the function domains in question. Each group was responsible for completing the information in the function allocation table for their respective function domains.

Each group was first asked if the list of detailed functions within each domain was thorough and complete. If they felt that certain functions should be added (or deleted), they were asked to do so. They were then asked to note (a) at what level—center, province, district, school—each particular function is currently located and (b) where various functions should ideally be located in a high-quality, decentralized education system.

To assist them in the second part of this exercise, workshop facilitators conducted an entire session explaining the reasons why certain functions should be more centrally located (i.e., economies of scale, national standards) and why certain functions should be more locally situated (i.e., speed of transaction, characteristics of effective schools). After these tables were fully compiled, they were gathered and amassed as one comprehensive table, delineating what the workshop participants believed was the basic design of a high-quality, decentralized education system for Iraq. Workshop facilitators took this table, noted functions that had either moved downward toward lower levels of the system or were entirely new to the system, and adjusted the IEMCA questionnaires to reflect those capacities.

After this design effort was completed, the workshop participants were asked to remain in their function groupings to review the KEMACA questionnaires, which were also organized by function domains. They were asked to ensure that the questions asked and the verbiage around the entire survey were compatible with the Iraqi education system. For example, in Kenya, there is a zonal level below the district, and numerous questions were asked of people at that level. Because there is no such level in Iraq, all zone-related questions in the survey instruments had to be deleted. Similarly, the KEMACA instruments referred to specific departments and positions in Kenya, the names of which are entirely different from the equivalent departments and actors in Iraq—these names had to be changed. After every element of every form had been adapted, the forms were shared among all the participants to ensure that everyone was in agreement with the changes that were made. When this was accomplished, the adaptation exercise was completed.

2.1.2 Conducting the Survey

Training the Assessors

After the survey forms were adapted and loaded into iPads, the people who were responsible for administering the survey instruments, the assessors, were trained.¹⁰ Over the course of five days, workshop facilitators first introduced each questionnaire to the assessors, familiarizing each person with the overall structure and content of the form under consideration. Following this, the facilitators conducted a detailed review of each question to ensure that everyone understood exactly what was being asked and that each question was absolutely clear—that the questions had construct validity. Corrections were made to render particular questions clearer, where possible. During this training, the assessors became very adept at manipulating the iPads. Next, a role-playing exercise was conducted in which one of the MOED staff that was attending the workshop was interviewed by an assessor. During this exercise, both content and translation issues were reviewed and analyzed.¹¹ After the analysis, workshop facilitators made final revisions to each questionnaire, which were then forwarded to Prodigy Systems for updating into the iPad application. The following week, the entire survey effort was formally piloted.

Piloting the Survey

The entire survey exercise—the questionnaires, the iPad applications, and the roles and responsibilities of the assessors—was piloted to ensure that the formal survey exercise would function as flawlessly as possible. During the pilot, the survey was administered to the following people at the locations indicated:

- **National level:** the Director General of Teacher Training within MOED
- **Provincial level:** the Director General of Kharkh 3 Directorate of Education (DOE), who invited managers from Finance, Administration, and Human Resources to assist in answering the questions
- **District level:** the District Manager for Mahmudiya, a district within Kharkh 2 DOE
- **School level:** Head Teachers and teachers from the following four schools within Mahmudiya.

The four schools selected for the pilot are presented in Table 1.

Table 1: Schools selected for the pilot

School Name	School Code
Faith	900524
Um Salanah	900498
Moderation	900724
Tlecemin	900503

¹⁰ See **Annex C** for an agenda of the training workshop and **Annex D** for a list of workshop participants.

¹¹ Because the questionnaires were initially in English, translation to Arabic was a major element of this effort.

After the assessors and supervisors were finished with the pilot exercise, they reflected on all that had transpired during the pilot and made any necessary adjustments to the questionnaires and protocols.

Site Selection

Because it was decided that IEMCA would not be a census-style survey, a sampling methodology had to be developed. It was decided that one “safe”¹² western province would be randomly selected from among all safe western provinces,¹³ one safe southern province would be randomly selected from among all safe southern provinces, and two safe central provinces would be randomly selected from among all safe central provinces, for a total of four sample provinces. Within each selected province, four districts were randomly selected from among those districts that had an education district. And, within each such randomly selected district, four schools were randomly selected, with an additional four schools selected as alternatives, in the case that one or more of the originally selected schools would not be viable survey sites. The resulting sites are listed in Table 2.

Table 2: Jurisdictions chosen for the survey

Province	District	School		
Anbar (West)	Fallujah	Faw Primary School		
		Hamza Primary School		
		Abu Firas al-Hamdani Middle School		
		Anwar al Muhammadiyah High School		
	Huit/Ramadi ¹⁴	Ramadi Commercial School for Girls		
		Unification School for Girls		
		Ramadi Agricultural Middle School		
		Institute for the Preparation of Teachers		
		Babil (Central)	Al-Hashimiya	Anbar Primary School
				Mandate Middle School
Renaissance Primary School				
Cubs Middle School				
Al-Musayab	Hittin Primary School			
	Alqami Middle School			
	Bright High School			
		Knowledge Middle School		

¹² The project defined “safe” to be where Al Qaeda and other insurgents were known to not be active.

¹³ The decision to examine possible differences between several provinces was made by USAID/Iraq.

¹⁴ Although Huit was the originally selected district, it proved to be too far from Baghdad to allow assessors to travel in one day to conduct surveys in the four schools, and there were no hotels that could provide overnight lodging. Accordingly, the district information was gathered in Huit, but the school-level data was collected in Ramadi, another district within Anbar province.

Province	District	School		
Baghdad (Central)	Al-Tarmiya ¹⁵	Tarmiya Primary School		
		Am Rabiein Primary School		
		Friends High School		
		Enterprising School		
	Abu Ghuraib	Abu Ghuraib Primary School		
		Sweida Primary School		
		Wasiti School		
		Mohammed Mahdi Seer School		
		Dhi Qar (South)	Al-Shatra	Spring Primary School
				Fatima bent Lion School
Aldoaah Girls Middle School				
Happiness Primary School				
Suq Al-Shoyokh	Imam Baqir High School			
	Cubs Middle School			
	Alnsoralaptaúah Primary School			
		Malik bin Ashtar School		

After the sites were chosen, the assessors went into the field to conduct the surveys. The national-level survey was administered to four people (Deputy Minister of Scientific and Technical Affairs in MOED, Director General [DG] for the Finance Directorate, DG of the EMIS Directorate, and Deputy DG for the Administration Directorate) , each of whom addressed a unique subset of questions to complete the effort. The provincial survey form was addressed to the DG of MOED Provincial Directorate, who invited several function-domain-specific managers to assist in the effort; these managers would provide a response to certain questions when called upon by the DG. The district survey was administered in the same way, with all questions being addressed to the Manager of the specific MOED district, who also called upon appropriate staff members for responses to certain questions.

3 Results

More than 800 substantive questions were asked across four levels of the education system, addressing issues in 10 function areas (domains) of the system. The majority of these questions offered the respondents a choice of four possible answers:

1. No/Not at all/Total lack
2. Some/Sometimes/ Somewhat
3. Most of the time/Mostly
4. Plenty/Always/All/Yes

¹⁵ Al-Tarmiya was randomly selected among a group of districts in Baghdad that allegedly had district offices, but when the assessors arrived in Al-Tarmiya, they discovered there was no district office.

Responses “1” and “2” reflect a general sense of lack or deficiency about the question being asked, while “3” and “4” reflect the perspective that the situation being addressed in the question is relatively satisfactory. Because IEMCA was meant to reveal capacity gaps within the education system, domains were first sought in which 50% or more of the respondents answered with “1” or “2” for more than 50% of the questions asked within that domain area of the questionnaire. The results of this initial filtering process are shown in *Table 3*.

Table 3: Percentage of respondents who answered with “1” or “2” to more than 50% of the questions asked in the function domain areas of the questionnaire

Domain Code ¹⁶	National	Provincial	District	School Head Teacher	School Teacher
B	Organization and Structure	Organization and Structure	NA	Organization and Structure	Organization and Support
	0	0	NA	6.25	3.2
C	General Skills	General Skills	General Skills	General Skills	Curriculum and Learning Processes
	100	0	42.8	3.1	11.1
D	Factual	Factual	Factual	Curriculum Implementation and Support	NA
	0	0	0	15.6	NA
E	EMIS	EMIS	EMIS	EMIS	NA
	0	25	71.43	15.62	NA
F	Financial Planning and Management	Financial Planning and Management	Financial Planning and Management	Finance, Budgeting and Procurement	NA
	0	0	57.14	81.25	NA
G	Human Resources	Human Resources	Human Resources	Asset Management	NA
	100	0	14.28	50	NA
H	Quality Assurance and Standards	Quality Assurance and Standards	Quality Assurance and Standards	NA	NA
	0	0	14.28	0	NA
I	Procurement	NA	Planning	NA	NA
	0	NA	57.14	NA	NA
K	Vision	Vision	Vision	Vision	NA
	100	0	14.28	18.75	NA

¹⁶ The questionnaires were organized by function domain. The function domains in each questionnaire were given a code (B–K). However, the function domain and its corresponding code is not consistently matched. Because the analyses were carried out on data that were tied to the codes, we show the relationship between codes and function domains here.

The above table shows that 71.43% of the district-level respondents chose either “1” or “2” in response to more than 50% of the questions asked in the EMIS domain, 57.14% of the district-level respondents chose “1” or “2” in response to more than 50% of the questions asked in the Financial Planning and Management domain, etc. To help draw the reader’s eye to those domains in which over 50% of the respondents answered with “1” or “2” to more than 50% of the questions asked, the cells in the table are colored light yellow. Those areas, where 40%–50% of the respondents answered with “1” or “2” to more than 50% of the questions asked, are colored dark green.

In examining this table, it becomes evident that the levels of the system that may be most in need of capacity development are the national, the district, and the school (the Head Teachers); the function areas of the system that may require the most capacity building are General Skills and Financial Planning and Management/Procurement. The term “may” is used deliberately because some of the data here emanate from a very small number of respondents; there was only one respondent at the national level,¹⁷ four at the provincial level (out of a total of 15 provinces), and seven at the district level (out of a total of 84 districts). Accordingly, national-, provincial-, and district-level results here can only be seen as descriptive—no definitive conclusions can be drawn.

Given the information presented in Table 3, further investigation was conducted into each problem area (i.e., the light yellow- and dark green-colored cells) to gain a more detailed understanding of the specific capacities that appeared to be lacking within each domain.

3.1.1 National-level General Capacities

The respondent answered with “1” or “2” to three of the five questions asked in the *General Skills* section of the questionnaire. The three questions and their responses are presented in Table 4. These data show that staff members at the national level are likely in need of basic analytical and presentation software capacities.

Table 4: General Capacities questions to which more than 50% of the national respondents answered with “1” or “2”

Question	Response	Percentage ¹⁸
To what extent do your staff have the necessary basic skills in spreadsheets?	2	100 ¹⁹
To what extent do your staff have the necessary basic skills in statistical software?	1	100
To what extent do your staff have the necessary basic skills in presentation software?	2	100

¹⁷ Although it was noted that four national-level people responded to the questionnaire, these four people served as one, in that they addressed non-overlapping subsets of questions.

¹⁸ This is the percentage of respondents who gave the response shown in the Response column; this clarification holds true for every table below that contains a column labeled in the same manner.

¹⁹ 100% may appear to be a very high number, but one needs to remember that only one survey form was administered at the national level; therefore, the results in these national level tables will either be 100% or 0%.

3.1.2 National-level Human Resources Capacities

The respondent answered with “1” or “2” to eight of the 15 questions asked in the *Human Resources* section of the questionnaire. Those eight questions are shown below, along with the respondent’s answers. From these answers, it seems that both performance appraisal and staff development are areas in which further capacities may need to be developed at the national level. The *Human Resources Capacities* questions and responses are presented in Table 5.

Table 5: Human Resources Capacities questions to which more than 50% of the national respondents answered with “1” or “2”

Question	Response	Percentage
Do you feel that existing skill sets of the Ministry match the tasks required of the Ministry?	2	100
Do you feel that the performance-appraisal system is adequately linked to staff training development?	1	100
Does your staff have sufficient skills to carry out staff performance appraisals?	1	100
Are the performance assessment findings used for training design/development?	1	100
To what extent are policies and methods <i>to attract and retain personnel</i> clear and effective?	2	100
To what extent is the training received by staff effective?	2	100
Is there a training policy for the Ministry staff?	1	100
Is there in-house capacity for the provision of needed training?	1	100

3.1.3 National-level Vision Capacities

Here the respondent answered with “1” or “2” to all four of the questions asked in the *Vision* section of the questionnaire. Those four questions are shown in Table 6, along with the respondent’s answers. To some degree, a lack of capacity to carry out these tasks might be expected because the questions refer to *a future education system*—the high-quality, decentralized education system that was outlined during the workshop in Erbil. However, in terms of the questions in Table 6, the capacities that are lacking are ones that should be present in any central ministry: developing learning outcomes and the curriculum needed to ensure that these outcomes are realized.

Table 6: Vision Capacities questions to which more than 50% of the national respondents answered with “1” or “2”

Question	Response	Percentage
To what extent does your staff have skills to establish learning objectives for regional curriculum?	2	100
To what extent does your staff have skills to develop the localized (regional) curriculum that will deliver those learning objectives?	2	100
To what extent does your staff have skills to establish the norms and standards for school-level non-teachers?	1	100
To what extent does your staff have skills to design funding formulas and algorithms that will move money from the center to lower parts of the system?	2	100

Also, it is very interesting that only the national-level respondent answered with “1” or “2” to more than 50% of the vision-related questions. The provincial respondents answered with “1” or “2” to these questions 0% of the time, while the district-level respondents and Head Teachers answered with “1” or “2” to these questions only 14.28% (district-level) and 18.75% (Head Teachers) of the time. The discrepancy in results was somewhat surprising. It would seem that with the devolution of functions from higher levels of the system to lower levels, the district- and school-level respondents would have answered with “1” or “2” to many more vision-related questions than actually occurred.

3.1.4 District-level General Skills

Here the seven respondents answered with “1” or “2” to 5 of the 10 questions asked in the *General Skills* section of the questionnaire. Those five questions are shown in Table 7, along with the corresponding answers given by the respondents. The questions are ranked from top to bottom, relative to the percentage of respondents who answered with “1” or “2.” The highest score occurred with the question regarding staff persons’ understanding of the tendering procedures (85.7% of the respondents answered with “1” or “2” to this question). These responses align with the responses shown in Table 9, where 100% of the respondents answered with “1” or “2” to the following two questions: (1) extent that procurement legislation/regulations are clear vis-à-vis awarding tenders, and (2) extent that procurement legislation/regulations are clear vis-à-vis contract performance. It would appear that the districts have a general lack of proficiency in terms of procurement-related capacities. This lack of proficiency may stem from the fact that districts perform very little in the way of procurement. Nevertheless, if Iraq wishes to further decentralize its education system as a way of improving overall quality, efficiency, and accountability, these capacity gaps will have to be addressed.

Table 7: General Skills Capacities questions to which more than 50% of the district respondents answered with “1” or “2”

Question	Response	Percentage	Total “1” + “2” ²⁰
To what extent do staff persons understand procurement and tendering procedures in force?	1	57.1	85.7
	2	28.6	
	3	14.3	
To what extent do staff persons have the skills needed to write a scope of work for a consultant or technical assistance provider?	1	14.3	71.4
	2	57.1	
	3	28.6	
To what extent do staff persons have the skills for constructing simple unit-level project budgets and tracking costs?	1	14.3	57.2
	2	42.9	
	3	14.3	
	4	28.6	
To what extent are staff persons able to develop work plans, results frameworks, reporting schedules?	2	57.1	57.1
	4	42.9	
To what extent do staff have analytical and communication skills for project report writing, extracting lesson learned, and policy analysis?	2	57.1	57.1
	3	28.6	
	4	14.3	

3.1.5 District-level EMIS Capacities

Here the seven respondents answered with “1” or “2” to 12 of the 16 questions asked (75%) in the *EMIS Capacities* section of the questionnaire. Those 12 questions are shown in Table 8, along with the corresponding answers given by the respondents. The questions are ranked from top to bottom, relative to the percentage of respondents who answered with “1” or “2.” These results appear to show that district-level personnel lack critical data analytical and presentation skills and that they are not familiar with basic data analytical, management, and presentation software packages. Additionally, it is interesting to see that 57.2% of the respondents stated that the data collection instrument does not collect all the data that is needed to address district data needs. Further investigation would be informative to reveal what additional data these respondents believe should be collected in the EMIS form(s).

²⁰ This column heading shows the percentage of respondents who answered either with “1” or “2” to the question under consideration; this clarification holds true for every table below that contains a column labeled in the same manner.

Table 8: EMIS Capacities questions to which more than 50% of the district respondents answered with “1” or “2”

Question	Response	Percentage	Total “1” + “2”
To what extent are the skills of your staff sufficient in data analysis (e.g., spreadsheets and/or statistical software)?	1	42.9	100
	2	57.1	
To what extent are the skills of your staff sufficient in the following: survey methods?	1	42.9	85.8
	2	42.9	
	4	14.3	
To what extent are the skills of your staff sufficient in marketing of EMIS capabilities?	1	57.1	85.8
	3	28.6	
	4	14.3	
To what extent are the skills of your staff sufficient in database packages?	1	28.6	85.7
	2	57.1	
	3	14.3	
To what extent are the skills of your staff sufficient in data interpretation and statistical report writing?	1	42.9	85.8
	2	42.9	
	3	14.3	
To what extent are the skills of your staff sufficient in database management and data cleaning?	1	16.7	83.4
	2	66.7	
	3	16.7	
To what extent are the skills of your staff sufficient in graphical data presentation?	1	28.6	71.5
	2	42.9	
	3	28.6	
To what extent are the skills of your staff sufficient in data presentation and reporting?	1	14.3	57.2
	2	42.9	
	3	28.6	
	4	14.3	
To what extent are the skills of your staff sufficient in systems management?	1	28.6	57.2
	2	28.6	
	3	42.9	
To what extent does the data collection instrument at the district level meet the district data needs?	1	14.3	57.2
	2	42.9	
	3	28.6	
	4	14.3	
To what extent are the procedures and schedules for data collection, cleaning, analysis, and flow clear?	1	14.3	57.2
	2	42.9	
	3	14.3	
	4	28.6	

Question	Response	Percentage	Total "1" + "2"
To what extent are the skills of your staff sufficient in data collection /capture?	1	28.6	57.2
	2	28.6	
	3	14.3	
	4	28.6	

3.1.6 District-level Financial Management Capacities

Here the seven respondents answered with "1" or "2" to 17 of the 21 questions asked (81%) in the *Financial Management* section of the questionnaire. Those 17 questions are shown in Table 9, along with the corresponding answers given by the respondents. The questions are ranked from top to bottom, relative to the percentage of respondents who answered with "1" or "2." Most notable is the respondents' view (100%) that procurement legislation is not clear and that staff lack key skills in the procurement process. Additionally, many respondents felt that the guidelines for financial management were not clear. The fact that 100% of respondents stated that the district allocations did not correspond to quality needs also seems to align with expected views in most districts around the world. Although the amount of money a district receives is critical, the real issue is how well the district spends the money it receives.

Table 9: Financial Management Capacities questions to which more than 50% of the district respondents answered with "1" or "2"

Question	Response	Percentage	Total "1" + "2"
To what extent do annual budgetary allocations correspond to quality needs at your level?	1	71.4	100
	2	28.6	
To what extent are procurement legislation/ regulations clear vis-à-vis awarding tenders?	1		100
To what extent are procurement legislation/ regulations clear vis-à-vis contract performance?	1		100
Do staff have sufficient skills to design and develop tender documents?	1	71.4	100
	2	28.6	
Do staff have sufficient skills to design and develop evaluation of bids?	1	85.7	100
	2	14.3	
Do staff have sufficient skills to design and develop finalizing contracts?	1	85.7	100
	2	14.3	
To what extent are legislation/ regulations on procurement clear vis-à-vis: developing tender documents?	1	71.4	85.7
	2	14.3	
	3	14.3	
What percentage of schools is audited annually?	0	42.9	71.5
	1	28.6	
	100	28.6	

Question	Response	Percentage	Total "1" + "2"
In your view, are guidelines on financial management clear?	1	57.1	71.4
	2	14.3	
	3	14.3	
	4	14.3	
In your view, are guidelines on financial management clear vis-à-vis budget compilation?	1	57.1	71.4
	2	14.3	
	3	28.6	
In your view, are guidelines on financial management clear vis-à-vis budget execution?	1	42.9	57.2
	2	14.3	
	3	14.3	
	4	28.6	
In your view, are guidelines on financial management clear vis-à-vis budget reporting?	1	42.9	57.2
	2	14.3	
	3	14.3	
	4	28.6	
To what extent does your staff have information technology (IT) skills in budget compilation, execution, reporting, and auditing?	1	28.6	57.2
	2	28.6	
	3	42.9	
To what extent does your staff have financial or accounting skills in budget compilation, execution, reporting, and auditing?	1	28.6	57.2
	2	28.6	
	3	42.9	
To what extent does your staff have skills in budget presentation?	1	42.9	57.2
	2	14.3	
	3	28.6	
	4	14.3	
To what extent do financial disbursements comply with budgetary allocations?	1	57.1	57.1
	3	14.3	
	4	28.6	
In your view, is the capacity for auditing school expenditure sufficient?	1	57.1	57.1
	3	28.6	
	4	14.3	

3.1.7 District-level Planning Capacities

Here the seven respondents answered with "1" or "2" to 7 of the 11 questions asked (64%) in the *Planning* section of the questionnaire. Those seven questions are shown in Table 10, along with the corresponding answers given by the respondents, ranked

The questions are ranked from top to bottom, relative to the percentage of respondents who answered either with “1” or “2” to the question asked. The most apparent deficiency that was identified noted that the planning process is not opened to any input from the public—parents, school management committees (SMCs), or civil society organizations (CSOs). Also, 83.3% of the respondents noted that their staff lack sufficient skills in budget development/management. Finally, 66.6% observed that information gathered through EMIS is not used to inform the planning process. Overall, it appears that planning at the district level is an uninformed and closed process; a reversal of these two characteristics—by creating an informed and open process—could benefit district-level planning greatly.

Table 10: Planning Capacities questions to which more than 50% of the district respondents answered with “1” or “2”

Question	Response	Percentage	Total “1” + “2”
To what extent is the planning process open to inputs from parents?	1	16.7	83.4
	2	66.7	
	3	16.7	
To what extent is the planning process open to inputs from CSOs?	1	33.3	83.3
	2	50	
	4	16.7	
To what extent does your staff have sufficient skills in budget development/management?	1	50	83.3
	2	33.3	
	3	16.7	
To what extent does your staff have sufficient skills in optimizing plans to meet budget deadlines?	1	20	80
	2	60	
	3	20	
To what extent is information collected through EMIS used to inform planning in your department?	1	33.3	66.6
	2	33.3	
	3	33.3	
To what extent is the planning process open to inputs from the SMC association?	1	33.3	66.6
	2	33.3	
	3	33.3	
To what extent does staff support schools to develop their Action Plans?	1	16.7	50
	2	33.3	
	3	33.3	
	4	16.7	

3.1.8 Head Teacher Financial Management Capacities

Here the respondents (63) answered with “1” or “2” to 14 of the 18 questions asked (78%) in the *Financial Management* section of the questionnaire. Those 14 questions are shown in Table 11, along with the corresponding answers given by the respondents. The questions are ranked from top to bottom, relative to the percentage of respondents who answered with “1” or “2.” The most salient results here are similar to results heard from the district respondents regarding the lack of public involvement. Most notable are the capacity gaps among parents, Parent-Teacher Associations (PTAs), and SMCs/Boards of Trustees (BOTs) to effectively participate in the overall education process. Equally lacking is a tradition of parental community support to the school, be it in the form of financial donations, in-kind donations, or labor. Additionally, Head Teachers feel they lack technical capacities in the financial domain: budgeting, accounting, financial reporting, and resource mobilization. However, the Head Teachers’ view that they are not skilled at resource mobilization does correspond with their observation that the parents/community do not contribute much in this regard.

Table 11: Financial Management Capacities questions to which more than 50% of the Head Teachers answered with “1” or “2”

Question	Response	Percentage	Total “1” + “2”
To what extent do parents have sufficient skills in school budgeting?	1	78.1	100
	2	21.9	
How would you rate your financial management skills in budgeting?	1	93.8	96.9
	2	3.1	
	4	3.1	
To what extent does the PTA have sufficient skills in school budgeting?	1	68.8	96.9
	2	28.1	
	4	3.1	
Do you feel that the funds available are sufficient?	1	96.9	96.9
	4	3.1	
To what extent does the community provide financial resources to the school?	1	87.5	93.8
	2	6.3	
	3	3.1	
To what extent does the community provide free labor to the school?	1	84.4	90.7
	2	6.3	
	3	3.1	
	4	6.3	

Question	Response	Percentage	Total "1" + "2"
To what extent does the community provide in-kind resources to the school?	1	75	90.6
	2	15.6	
	3	3.1	
	4	6.3	
During the last financial year, how would you rate the delay in the receipt of grants to the school?	1	71.9	81.3
	2	9.4	
	3	3.1	
	4	15.6	
How would you rate your financial management skills in accounting?	1	74.2	80.7
	2	6.5	
	3	12.9	
	4	6.5	
How would you rate your skills in financial reporting?	1	78.1	78.1
	3	6.3	
	4	15.6	
To what extent do the SMC/BOT have sufficient skills in school budgeting?	1	59.4	65.7
	2	6.3	
	3	12.5	
	4	21.9	
How would you rate your skills in resource mobilization?	1	46.9	62.5
	2	15.6	
	3	15.6	
	4	21.9	
To what extent are teachers involved in the procurement process at the school?	1	43.8	53.2
	2	9.4	
	3	12.5	
	4	34.4	
To what extent are the SMC/BOT involved in the procurement process at the school?	1	43.8	53.2
	2	9.4	
	3	12.5	
	4	34.4	

3.1.9 Head Teacher Asset Management Capacities

Here the respondents (63) answered with “1” or “2” to three of the seven questions asked (43%) in the *Asset Management* section of the questionnaire. Those three questions are shown in Table 12, along with the corresponding answers given by the respondents. The questions are ranked from top to bottom, relative to the percentage of respondents who answered with “1” or “2.” Most notable is the respondents’ view that schools appear not to have the assets needed for teachers, non-teachers, and students alike. This sentiment parallels the one expressed at the district level that districts do not receive enough resources for quality education (see Table 9).

Table 12: Asset Management Capacities questions to which more than 40% of the Head Teachers answered with “1” or “2”

Question	Response	Percentage	Total “1” + “2”
In your view, how would you rate the adequacy of the assets in the school with regard to “other staff needs?”	1	31.3	81.3
	2	50	
	3	9.4	
	4	9.4	
In your view, how would you rate the adequacy of the assets in the school with regard to “teacher needs?”	1	21.9	71.9
	2	50	
	3	15.6	
	4	12.5	
In your view, how would you rate the adequacy of the assets in the school with regard to “student needs?”	1	15.6	65.6
	2	50	
	3	15.6	
	4	18.8	

4 Miscellaneous

Although the overwhelming number of questions required the respondents to offer one of these four responses—No/Not at all/Total lack; Some/Sometimes/Somewhat; Most of the time/Mostly; or Plenty/Always/All/Yes—some questions required other numerical responses. Among them, the following reflect what *could* be seen as a potential management-capacity gap.

Sixty-one teachers responded to the question, “When did you last attend an in-service teacher training program?” Their responses, shown in Table 13, are organized in “deciles” (percentiles of 10%). Although 80% of the teachers said that they last attended an in-service teacher training program sometime in the past 1–4 years, it is interesting to note that 10% said they had not attended an in-service training in the past 4–10 years, and another 10% said they had not attended an in-service training in the past 12–19 years. These long periods of time between in-service training are a real problem, yet the overall response appears to indicate that the vast majority of teachers are getting a minimal, yet potentially adequate, amount of in-service teacher training

(one session in the past 1–4 years), assuming that the in-service teacher training program meets the teachers’ needs and supports high-quality teaching and learning in the classroom.

Table 13: When teachers last attended an in-service teacher training program

Percentile	Years since they last attended (years ago)
0–10	12–19
11–20	4–10
21–30	3–4
31–40	2–3
41–50	2–2
51–60	1–2
61–100	1–1

The national-level respondent was asked, “What percentage of procurement planned is completed within the specified required time?” S/he responded 60%. Without further investigation into the entire procurement process and the political economy around it, the gravity of this response cannot really be ascertained. This completion rate (only 60% in the specified required time) points to the need to gather more information regarding this matter.

Head Teachers were asked how often the following officers conducted supervision/inspection in the school annually: the Head Teacher, the District Quality Assurance and Standards Officer (QASO), the Provincial QASO, and the National QASO. The results are shown in Table 14. Again, although the numbers can only be viewed as descriptive, they are nonetheless informative, in particular, the range of responses given. Head Teachers allegedly inspect/supervise the school anywhere from 42 to 300 times per year. Although the high-end response (300 times per year) for Head Teacher visits are quite plausible, both the high-end responses and the ranges between high- and low-end responses for the school inspectors/supervisors compel us to recommend that further investigation into these figures be carried out. For example, the District QASOs allegedly visit a school anywhere from 0 to 70 times per year, the Provincial QASOs allegedly visit a school 0 to 70 times per year as well, and the National QASOs allegedly visit a school anywhere from 0 to 100 times per year. The range in the number of purported visits brings the veracity of the responses into question, as does the percentage of Head Teachers who offer certain responses: 25% said that the District QASO visits the school 37–70 times per year; approximately 20% said that the Provincial QASO visits the school 36–70 times per year; and approximately 20% said that the National QASO visits the school 45–100 times per year. Although various Head Teachers have stated during follow-up calls that reports of high numbers of visits are true, the numbers do not seem logical on the surface, especially when 31% of the Head Teachers said that the District QASO *never* visits the school, 29% said the Provincial QASO *never* visits the school, and 61% said that

the National QASO *never* visits the school. From a management-capacity perspective, a high number of school visits from various district, provincial, and national officers is evidence of positive support, but can a National QASO justify visiting one school 100 times in a year?

Table 14: School visits made by various officers (responses from Head Teachers)

	Value given by the respondent	Number of people who gave the response	Percentage of people who gave the response	Cumulative percentage
Head Teacher: How often do the Head Teachers conduct supervision/ inspection in schools?	42	1	6	6
	60	2	13	19
	90	3	19	38
	100	4	25	63
	103	1	6	69
	180	2	13	81
	300	3	19	100
District QASO: How often do the District QASOs conduct supervision/ inspection in schools?	0	5	31	31
	5	1	6	38
	10	2	13	50
	15	1	6	56
	20	2	13	69
	37	1	6	75
	40	1	6	81
	42	1	6	88
	60	1	6	94
70	1	6	100	
Provincial QASO: How often do the Provincial QASOs conduct supervision/inspection in schools?	0	5	29	29
	1	2	12	41
	2	2	12	53
	3	1	6	59
	7	1	6	65
	8	1	6	71
	10	1	6	76
	36	1	6	82
	50	1	6	88
	59	1	6	94
70	1	6	100	

	Value given by the respondent	Number of people who gave the response	Percentage of people who gave the response	Cumulative percentage
National QASO: How often do the National QASOs conduct supervision/ inspection in schools?	0	11	61	61
	1	2	11	72
	2	1	6	78
	45	1	6	83
	50	2	11	94
	100	1	6	100

5 Comparison between Provinces

This survey was designed to examine possible differences between provinces in different jurisdictions of Iraq. Accordingly, data was collected from one western province, one southern province, and two central provinces. Table 15 below shows the percentage of respondents who answered with “1” or “2” for each domain, by province: Anbar (West) and Dhi Qar (South). It is notable that the respondents in Dhi Qar, the southern province, answered with “1” or “2” *much more often* than the respondents in Anbar, the western province. In fact, the respondents in Dhi Qar answered with “1” or “2” with greater frequency than those in Anbar in 14 out of 25 cases (56%), while the respondents in Anbar answered with “1” or “2” with greater frequency than those in Dhi Qar in only 1 out of 25 cases (4%). In the remaining 10 cases, participants in both provinces responded with “1” or “2” with equal frequency (40% of the total).²¹ Although the numbers are extraordinary, they can only be seen as descriptive. Because the sample sizes are small, it cannot be said with any statistical significance that there are any *real* differences between the western and the southern provinces. Nevertheless, the data shown in Table 15 strongly suggests that there may be differences and that further investigation into the matter needs to be conducted.

Table 15: Province comparison responses

Anbar	Dhi Qar	Anbar	Dhi Qar	Anbar	Dhi Qar	Anbar	Dhi Qar
Province		District		Head Teacher		Teacher	
Organization and Structure		NA		Organization and Structure		Organization and Structure	
0	100	NA	NA	25	62.5	6.25	18.75
General Skills		General Skills		General Skills		Curriculum and Learning Processes	
0	0	50	100	25	62.5	12.5	62.5
Factual		Factual		Curriculum Implementation and Support		NA	
0	100	0	100	25	25	NA	NA

²¹Those areas of the table that show greater frequency of “1” or “2” responses by Dhi Qar participants have been colored light blue; those that show greater frequency of “1” or “2” responses by Anbar participants have been colored dark orange.

Anbar	Dhi Qar	Anbar	Dhi Qar	Anbar	Dhi Qar	Anbar	Dhi Qar
Province		District		Head Teacher		Teacher	
EMIS		EMIS		EMIS		NA	
0	100	100	100	25	87.5	NA	NA
Financial Planning and Management		Financial Planning and Management		Financial Budgeting and Procurement		NA	
100	100	100	100	100	100	NA	NA
Human Resources		Human Resources		Asset Management		NA	
0	0	50	100	62.5	100	NA	NA
Quality Assurance and Standards		Quality Assurance and Standards		NA		NA	
0	0	0	0	NA	NA	NA	NA
NA		Planning		NA		NA	
NA	NA	100	50	NA	NA	NA	NA
Vision		Vision		Vision		NA	
0	0	0	50	50	100	NA	NA

6 Conclusion

Although no statistically significant conclusions can be drawn from the IEMCA study, the survey responses point to areas—those shown in *Table 16*—where efforts to build capacity could yield meaningful results.

Table 16: Possible areas for capacity development

	National	District	School
General Skills			
EMIS			
Finance			
Planning			
Human Resources/ Asset Management			
Vision			

However, before any capacity development efforts begin, serious consideration should be given to initiating an activity that will produce a well-informed and widely owned design of a high-quality, modern education system for Iraq. Our observations, survey responses, and reports from other organizations reveal that the existing education system is outdated and far too centralized to efficiently address the education needs of all Iraqis. To address the management gaps of an education system prior to a significant and needed transformation makes little sense—many of the

capacities that might be developed at one level of the system would likely need to be developed at another level of the system after a system-wide transformation occurs. When the envisioned design is in place, it would be beneficial to conduct an additional IEMCA exercise, one from which statistically significant conclusions can be drawn, to ascertain the gaps in those capacities that are needed to manage the new education system, as well as those needed to transform it.

Annex A: Agenda of the Adaptation Workshop Conducted in Erbil

Education Management Capacity Assessment (IEMCA) Adaptation Workshop April 1–5, 2012, Erbil

Sunday, April 1	Monday, April 2	Tuesday, April 3	Wednesday, April 4	Thursday, April 5
9:30-10:00 am: Registration/ Coffee and Tea (attended by all IEMCA participants) 10:00-10:15 am: Welcome Remarks by RTI 10.15-10.30 am: Opening Remarks by USAID/Iraq 10.30-10.45 am: Opening Remarks by Ministry of Education 10.45-12.30 pm: Overview of IEMCA in Iraq, with brief introductions to the instruments.	9:00-9:30 am – Review of IEMCA Day 1 activities 9.30-10.30 am: Adaptation work.	9:00-10.30am: Review of IEMCA Day 2 activities 9.30-10.30 am: Adaptation work.	9:00-10.30am: Review of IEMCA Day 3 activities 9.30-10.30 am: Adaptation work.	9:00-10.30am: Review of IEMCA Day 4 activities 9.30-10.30 am: Adaptation work.
	10:30-10:45 am - Break	10:30-10:45 – Break	10:30-10:45 – Break	10:30-10:45 – Break
	10:45-12:30pm : IEMCA Adaptation work	10:45-12:30pm: IEMCA Adaptation work	10:45-12:30pm: IEMCA Adaptation work	10:45-12:30pm: IEMCA Wrap up: What's next?
12:30 – 1:30 pm - Lunch	12:30 – 1:30 pm - Lunch	12:30 – 1:30 - Lunch	12:30 – 1:30 - Lunch	12:30 – 13:30 - Lunch
1:30-3:00pm: Q&A session on current education situation in Iraq: a) what reforms are underway and/or being considered; b) overview of the basic structure of the system—just how centralized, decentralized, federal, etc., it is; and c) why this is important to the task at hand.	1:30-3:00 pm: IEMCA Adaptation work	1:30-3:00 pm: IEMCA Adaptation work	1:30-3:00 pm: IEMCA Adaptation work	
3:00-3:15 pm – Break	3:00-3:15 pm – Break	3:00-3:15 pm – Break	3:00-3:15 pm – Break	
3.15-4.30pm: Adaptation Work – Working group formation: getting people who most know about what goes on at each level to do the adapting work of those corresponding forms. Begin working on the forms.	3:15-4:30 pm: IEMCA Adaptation work	3:15-4:30 pm: IEMCA Adaptation work	3:15-4:30 pm: IEMCA Adaptation work	

Name in Arabic	Name	Department	Job title	Job title in Arabic	Gender

Annex C: Agenda of the Assessor Training Workshop

Task 3: Iraq Education Management Capacity Assessment Training of Assessors and Supervisors Workshop, June 4-10, 2012 Sallyport Compound, Al Ameerut Street, Mansur district, Baghdad

Monday, June 4	Tuesday, June 5	Wednesday, June 6	Thursday, June 7	Sunday, June 10
9:00-9:30 am- Registration 9.30 - 9.45am- Welcome and introductions 9.45-10:30 am – Overview of Task 3 in Iraq, with brief introductions to the instruments and the training program.	9:00-10:30 am – Province Questionnaire Practice	9:00-10:30 am – Head Teacher Questionnaire Practice	9.00-10.30am – Ministry of Education staff to assist with interviewee selection for all instruments	9.00-10.30am - Practice with iPADS
10:30-10:45 am – Break	10:30-10:45 am - Break	10:30-10:45am – Break	10:30-10:45am – Break	10:30-10:45am – Break
10:45-12:30 pm– National Questionnaire Overview	10:45-12:30 pm – District Questionnaire Overview	10:45-12:30 pm– Teacher Questionnaire Overview	10:45-12:30 pm– Ministry of Education staff to assist with interviewee selection for all instruments	10:45-12:30 pm - Practice with iPADS
12:30 – 1:30 pm - Lunch	12:30 – 1:30 pm - Lunch	12:30 – 1:30pm - Lunch	12:30 – 1:30pm - Lunch	12:30 – 1:30pm - Lunch
1:30-3.00 pm– National Questionnaire Practice	1:30-3.00 pm – District Questionnaire Practice	1.30-3.00pm- Teacher Questionnaire Practice	1.30-3.00pm- Selection and assignment of teams	1.30-3.00pm – Debrief, pilot and next steps
3:00-3:15 pm – Break	3:00-3:15 pm – Break	3:00-3:15 pm – Break	3:00-3:15 pm – Break	
3:15-4:30pm – Province Questionnaire Overview	3:15-4:30 pm – Head Teacher Questionnaire Overview	3.15-4.30pm- Address content and translation issues in all instruments	3.15-4.30pm- Introduce iPADS (Prodigy)	

Annex D: Participants of the Assessor Training Workshop

**Iraq Education Surveys Project–Maharat
Task 3–Iraq Education Management Capacity Assessment
Al-Mansor Workshop
June 4–7, 2012
Daily Signature Sheet**

[REDACTED]

Daily Signature Sheet (continued)

[REDACTED]

Annex E: Questionnaires

E-1 National Questionnaire

The Ministry of Education, Baghdad, Iraq
Iraq Education Management Capacity Assessment
National Questionnaire

المقدمة

- أنا اسمي ----- اعمل مع (DCI-Iraq) المتعاقد مع شركة المعهد الدولي للبحوث (RTI) لاجراء تقييم لقدرات الادارة التعليمية في العراق.
- يجرى هذا التقييم بناء على طلب الحكومة العراقية ويشمل كافة تشكيلات وزارة التربية.
- الغرض من هذا الاستبيان هو لاجراء تقييم مفصل لقدرات ادارة قطاع التعليم في العراق.
- برغم اننا سنطلب اسمك لاغراض ادارة الجودة في هذا النشاط ، الا ان الاسماء ستبقى بحالة مجهولة اذ ستنشر نتائج هذا التقييم بصيغة جداول مشتركة. سوف تستخدم وزارة التربية معلومات هذا التقييم لغرض اعداد برنامج مناسب لبناء القدرات.
- لانه قد وقع عليك الاختيار في هذا الاستبيان ، أود ان اطرح عليك بعض الاسئلة التي تتعلق بدورك في ادارة الخدمات التعليمية. وكذلك ، اود ان اطرح بعض الاسئلة التي تتعلق بالمباني ومتطلبات عملك.
- أثناء اجراء الاستبيان ، أود أن أقوم بملاحظة المعدات المكتبية لغرض التحقق من متطلبات العمل.

قبل أن نكمل هل أنت موافق على إجراء هذا المقابلة؟

لا

نعم

Introduction

- My name is-----, I am working with (DCI Iraq) which is a sub-contractor to RTI to conduct an assessment to evaluate the Iraqi educational capacities.
- This Assessment is conducted in accordance to the Iraqi government request. It covers all the Ministry of education departments.
- The aim behind this assessment is to have detailed evaluation to the Iraqi Educational sector capacities.
- Although we will need your name for the quality of this program purposes, the names will be unknown. The results of this assessment will be published in a tables format. Ministry of education will use the data of this assessment to develop a suitable and appropriate capacity building program.
- Since you have been selected to do this assessment, I would like to ask you some questions regarding your role in managing the educational services. Also I would like to ask you some questions about facilities and your work needs.
- During conducting this assessment I would like to see the desk equipments just to check about the work needs.
- Before we start, do I have your approval to participate in this interview?

Yes

No

SECTION 1: Questionnaire Identification and Administration Particulars

الجزء الاول: بيانات الاستبيان التعريفية والادارية

1.1 Interview Status حالة المقابلة

Visit الزيارة	A 01	A 02	A 03*	A 04
1	Interviewer الشخص الذي يجري المقابلة [Name and code] [والرمز الاسم] _ _ _ _	Date [dd:mm:yy] التاريخ _ _ : _ _ : _ _ _ _	Result code رمز النتيجة _ _	Revisit required مطلوب زيارة ثانية Yes نعم1- أذهب الى SKIP to A06 No لا2
A 05	[Specify reasons for an incomplete interview]..... حدد اسباب عدم اكمال المقابلة			
Visit الزيارة	A 06	A 07	A 08*	A 09
2	Interviewer من يجري المقابلة [Name and code] ورمز اسم _ _ _ _	Date [dd:mm:yy] التاريخ :سنة:شهر:يوم _ _ : _ _ : _ _ _ _	Result code رمز النتيجة _ _	Revisit required مطلوب زيارة ثانية Yes نعم1- أذهب الى SKIP to A11 No لا2
A 10	[Specify reasons for an incomplete interview] بين اسباب عدم اكمال المقابلة			
Visit الزيارة	A 11	A 12	A 13*	A 14
3	Interviewer's Name اسم من يجري المقابلة Code الرمز _ _ _ _	Date [dd:mm:yy] التاريخ :سنة:شهر:يوم _ _ : _ _ : _ _ _ _	Result code رمز النتيجة _ _	Revisit required مطلوب زيارة ثانية Yes نعم1 No لا2
A 15	[Specify reasons for an incomplete interview] بين اسباب عدم اكمال المقابلة			
Result codes for a 03*, a 08* and a13*:				
01. Completed تمت 02. Incomplete المقابلة غير كاملة 03. Refused رفض 04. Office locked المكتب مغلق				
05. Office not located لم يتم العثور العثور على المكتب 06. Interviewee absent الشخص المستهدف غائب				
77. Others [Specify] أخرى-حدد				

A 16 Supervisors Name.....

A 17 Supervisors Code.....

1.2 Respondents الاشخص الذي تجرى معهم المقابلة

A 16	Name of Respondent اسمه	<p>1 (Deputy Minister) وكيل الوزير.....</p> <p>2 (EMIS Head) مدير دائرة معلومات متابعة التطور التربوي.....</p> <p>3 (Finance Head) مدير المالية.....</p> <p>4 (HR and Training Head) مدير الشؤون الادارية وشؤون التدريب.....</p> <p>5 (Quality Head) مدير النوعية.....</p> <p>6 (Procurement Head) مدير المشتريات.....</p>
A 17	<p>Title of the Respondent منصبه</p> <p>To insert various titles of respondents لادخال مناصب مختلفة لاشخاص الذين تجرى معهم المقابلات</p>	<p>1.....</p> <p>2.....</p> <p>3.....</p> <p>4.....</p> <p>5.....</p> <p>6.....</p>

Section 2: Organization Structure

الجزء الثاني: الهيكل التنظيمي

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
B 01	In your view, do you think your Directorates mandate has been explicitly defined to cover your functions? هل هناك وصفا واضحا لمهام عملك ضمن لائحة رسمية صادرة من الوزارة؟				
B 02	In your view do you think the time spent on the core functional activities compared to time spent on ad hoc activities is in balance? برايك ، هل توجد حالة من التوازن بين الوقت الذي يقضى في النشاطات الوظيفية الرئيسية بالمقارنة مع الوقت الذي يقضى في النشاطات الطارئة وغير مخطط لها ؟				
B 03	To what extent do the activities within your office overlap with those in other offices within the Ministry? الى اي مدى تتداخل نشاطات مكتبكم مع الاقسام الاخرى ضمن الوزارة؟				
B 04	To what extent are your lines of responsibility clear up to the supervisor? الى اية درجة حدود مسؤولياتك واضحة للمشرف ؟				
B 05	To what extent are your reporting mechanisms effective? الى اية درجة من الكفاءة تكون آليات اعداد التقارير لديكم؟				
B 06	Do you feel that your Ministry's staff numbers are sufficient to perform your core functions? هل تعتقد بان عدد موظفي ديوان الوزارة كافيا لاداء الوظائف الرئيسية؟				
B 07	To what extent does your staff have the right level and appropriate mix of skills for their respective roles and functions? الى اية درجة تعتقد ان لدى موظفيك المستوى اللازم من المهارات المناسبة لاداء ادوارهم ومسؤولياتهم؟				
B 08	Do you feel that job descriptions for each of the positions in your Ministry are clear? هل تعتقد ان التوصيف الوظيفي لكل وظيفة في ديوان الوزارة واضح؟				
B 09	To what extent are resources for operations in your unit sufficient?? الى اية درجة تعتقد ان موارد التشغيل كافية في قسمكم؟				
B 10	Which resource areas are most constraining? ماهي مجالات الموارد التي تشكل العقبات الاكثر صعوبة؟				
B 11	Is decision making by your superiors fast enough to allow you perform your job efficiently? هل عملية اتخاذ القرار من قبل رؤسائك سريعة بما يكفي لتسمح لك بأداء العمل بكفاءة؟				
B 12	Is the decision making in the Ministry using accurate data and analysis? هل ان ديوان الوزارة تستخدم بيانات وتحليلات دقيقة عند اتخاذ القرار؟				
B 13	Is decision making in the Ministry participatory? هل عملية اتخاذ القرار في الوزارة تتم بشكل تشاركي؟				
B 14	Are the service delivery standards for your Ministry clearly defined? الى اي درجة معايير تقديم الخدمة في ديوان الوزارة محددة بوضوح ؟				

Section 3: General Skills

القسم 3: المهارات العامة

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
C 01	To what extent does your staff have the necessary basic skills in computer software use in the following? الى اية درجة لدى كادرك المهارات الاساسية اللازمة في استخدام برامج الكمبيوتر التالية؟	i) word processing برنامج ورد				
		ii) Databases قاعدة البيانات				
		iii) Spreadsheets جداول اكسل				
		iv) Statistical softwares برامجيات احصائية				
		v) Presentation softwares حزم تقديم الشرح برزنتيشنبرامجيات عرض				

Section 4: Factual Questions

الجزء الرابع: اسئلة عن الحقائق

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
D 01	Does your Directorate have Performance Appraisal System? هل يوجد في ديوان الوزارة نظام تقييم الأداء؟				
D 02	Is Performance Appraisal System tied to career ladder? هل يرتبط نظام تقييم الاداء بالترج الوظيفي؟				
D 03	Does this Directorate have a clear staff training and development plan? هل لدى ديوان الوزارة خطة واضحة لتدريب وتطوير العاملين؟				
D 04	Does this Directorate have an Operational Plan to guide the implementation of its functions? هل لدى ديوان الوزارة خطة تنفيذية تقود تنفيذ وظائف ديوان الوزارة؟				
D 05	How many "official"(permanent and temporary) job positions do you have authorized by the Ministry? كم هو عدد الوظائف الدائمة والمؤقتة والتي تم إقرارها من قبل الوزارة؟ أكتب العدد في حقل (نعم) (write the Number in the yes box)				
D 06	How many of these job positions are filled (write the Number in the yes box) كم عدد الوظائف التي تم اشغاله				
D 07	How many days does the Ministry take to respond to public queries? كم هو عدد الايام تستغرق الوزارة للاجابة على طلبات المواطنين؟ (ايام)				

Section 5: EMIS

الجزء الخامس: نظام معلومات الإدارة التعليمية

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما;
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
E 01	i) Questionnaire design? تصميم الاستبيانات؟				
	ii) Data capture? جمع البيانات				
	iii) Database management and data cleaning (including database packages)? ادارة قواعد البيانات وتصفيتها (بما في ذلك حزم قواعد البيانات)				
	iv) Data analysis (Spreadsheets and / or Statistical packages)? تحليل البيانات (جداول اكسل و /أو الحزم الاحصائية)؟				
	v) Data presentation and reporting? تقديم البيانات واعداد تقارير منها؟				
	vi) Graphical data presentation? تقديم شرح برزنتيشن بالرسوم البيانية والصور؟				
	vii) Data interpretation and statistical report writing? تفسير البيانات وكتابة التقارير الاحصائية؟				
	viii) Systems management? ادارة البرامج؟				
	ix) Marketing of EMIS capabilities? تسويق القدرات لنظام ادارة المعلومات التعليمية؟				
E 02	To what extent are the documents describing procedures and schedules for data collection, data cleaning and flow of data up to the national level clear? الى اية درجة من الوضوح تصف الوثائق كل مما يلي: الاجراءات والجدول الزمنية لجمع البيانات وتصفيتها ووتدفق البيانات حتى مستوى الوزارة				
E 03	To what extent is information from EMIS used to inform management decisions? الى اية درجة يستخدم نظام معلومات الادارة التعليمية في اصدار قرارات ادارية؟				

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
E 04	How often are the provinces/ expected to report enrolment data? كم عدد المرات (سنويا) يطلب من المحافظات ارسال بيانات احصائية عن الدارسين ؟ [insert the number of times in the "YES" column] اكتب العدد في العمود " نعم"				
E 05	What percentage of provinces/ reports the enrolment data on time? ما هي النسبة المئوية لارسال المحافظات البيانات احصائية عن الدارسين في وقتها المحدد؟ [insert the %in the "YES" column] اكتب النسبة المئوية في العمود " نعم"				
E 06	Are there clear guidelines on publishing and sharing analyzed data? هل هناك توجيهات واضحة بشأن نشر وتبادل البيانات التي يتم تحليلها؟				
E 07	How long (in days) after start of school year is enrolment data available and publicized? كم من الوقت بعد بدء العام الدراسي يستغرق لغرض توفير وتجهيز بيانات احصائية عن الدارسين ؟ (بالايام)				
E 08	Is EMIS accessible by different agencies responsible for provision of education? هل تتمكن الدوائر المختلفة المسؤولة عن تقديم خدمة التعليم الوصول الى نظام معلومات الادارة التعليمية؟				
E 09	To what extent is there a delay in receiving EMIS data from the provinces? الى اية درجة يحصل تأخير في استلام بيانات نظام معلومات الادارة التعليمية من المحافظات؟				
E 10	to what extent is the delay in reporting of EMIS data to various institutions? ما مدى التأخير في ارسال بيانات نظام معلومات الادارة التعليمية لكافة المؤسسات التربوية؟				
E 11	To what extent is feedback given by the MoE headquarters to provinces, districts and schools regarding their data and information? الى اية درجة تقدم مقرات وزارة التربية التغذية الراجعة الى المديرات و الاقضية والمدارس بخصوص بياناتها ومعلوماتها؟				

Section 6: Financial Planning and Management

الجزء السادس: التخطيط والإدارة المالية

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
F 01	Do you consider the legislation and regulation on financial management in the Ministry clear? هل ترى ان التشريعات والضوابط في مجال الإدارة المالية واضحة في ديوان الوزارة؟				
F 02	How clear is the financial regulation in regard to the following? ما درجة الوضوح في الضوابط والقواعد المالية في الجوانب التالية؟	i) Budget compilation تصنيف الموازنة			
		ii) Budget execution تنفيذ الموازنة			
		iii) Budget reporting اعداد تقارير الموازنة			
		iv) Budget auditing تدقيق الموازنة			
		v) Budget accountability المساءلة في الموازنة			
F 03	To what extent do annual budgetary allocations respond to Programme activity requirements? الى اية درجة تتلائم تخصيصات الميزانية مع متطلبات نشاطات البرامج؟				
F 04	To what extent do financial disbursements comply with budgetary allocations? الى اية درجة تتطابق المصروفات المالية مع المخصصات في الميزانية؟				
F 05	To what extent does your staff have IT skills in budget compilation, execution, reporting and auditing? الى اية درجة يتمتع العاملون بمهارات تكنولوجيا المعلومات في: تصنيف الموازنة وتنفيذها واعداد التقرير عنها وتدقيقها؟				
F 06	To what extent does your staff have financial or accounting skills in budget compilation, execution, reporting and auditing? الى اية درجة يتميز العاملون بالمهارات المالية والحسابية في: اكمال الموازنة وتنفيذها واعداد التقرير عنها وتدقيقها؟				
F 07	To what extent does your staff assist provinces, Districts and Schools set their funding levels? الى اية درجة يقدم العاملون المساعدة للمحافظات و الاقضية والمدارس لغرض اعداد مستويات التمويل لديهم؟				
F 08	To what extent does your staff have Analytical skills to see whether provinces, districts and schools are spending funds according to the established guidelines? الى اية درجة يتميز العاملون بالمهارات التحليلية اللازمة للنظر في كون المحافظات, الاقضية والمدارس تنفق التمويل وفق التعليمات الصادرة؟				
F 09	To what extent does your staff have financial forecasting and planning skills driven by enrolment and quality development needs الى اية درجة يتميز العاملون بمهارات التخمين والتخطيط المالي في ضوء احتياجات المدارس ومتطلبات تطوير الجودة؟				
F 10	To what extent does your staff have skills in budget presentation? الى اية درجة يتميز كادرهم بالمهارات اللازمة لتقديم شرح برزنتيشن عن الموازنة؟				
F 11	To what extent are the guidelines on the management of grants and bursaries to school adequate? الى اية درجة ترى التوجيهات الخاصة بالمنح والهيئات للمدارس ملائمة؟				

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما;
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
F 12	How many days does it take to prepare a budget forecast for your Directorate / Department for the next year? كم يستغرق اعداد تخمين الميزانية لديوان الوزارة؟ (بالايام) Indicate the number of days in the YES column اكتب الفترة الزمنية في العمود نعم				
F 13	What percentage of procurement planned is completed within the specified required time. ماهي النسبة المئوية لانجاز خطط المشتريات خلال فتراتها الزمنية المحددة؟ Indicate the percentage in the YES column اكتب الفترة الزمنية في العمود نعم				
F 14	How many days does it take for the Ministry to release AIEs (authority to Incur Expenditure) to the provinces and Districts? ما هي الفترة (بالايام) التي تستغرقها الوزارة لاطلاق صلاحية الصرف على النفقات الى المحافظات والاقضية؟				
F 15	What percentage of schools is audited annually? ماهي النسبة المئوية للمدارس التي تخضع للتدقيق سنويا؟ Indicate the percentage in the YES column اكتب النسبة المئوية في العمود نعم				

Section 7: Human Resource Management and Development

الجزء السابع: ادارة وتطوير الموارد البشرية

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators	Scores/ Rates			
		1	2	3	4
G 01	Has a skills inventory and audit been conducted in the Ministry? هل تطبيق الوزارة نظام قائمة المهارات والتدقيق؟				
G 02	Do you feel that existing skill set match the tasks of the Ministry? هل تعتقد ان المهارات القائمة تتطابق مع مهام الوزارة؟				
G 03	Do you feel that the performance appraisal system is adequately linked to staff training development? هل تعتقد ان نظام تقييم الاداء يرتبط بشكل صحيح مع وتدريب وتنمية العاملين؟				
G 04	Does your staff have sufficient skills to carry out the Staff Performance Appraisals? هل لدى العاملين المهارات اللازمة لتنفيذ تقييم اداء العاملين؟				
G 05	Are the Performance assessment findings used for training design/development? هل تستخدم نتائج استبيان الاداء في تصميم التدريب / التطوير؟				
G 06	To what extent does staff have sufficient skills to conduct training needs assessments? الى اية درجة لدى الكادر المهارات اللازمة لاجراء تقييم احتياجات التدريب للعاملين؟				
G 07	To what extent are policies and methods to attract and retain personnel clear and effective? الى اية درجة تكون السياسات والوسائل لجذب واستبقاء العاملين واضحة وفاعلة؟				
G 08	To what extent are professional jobs in the Ministry filled through competitive selection? الى اية درجة يتم اشغال وظائف الوزارة عن طريق الاختيار التنافسي؟				
G 09	To what extent are Schemes Of Service clear and effective? الى اية درجة تكون قوانين الخدمة الوظيفية واضحة وفاعلة؟				
G 10	To what extent does staff get clear instructions on the tasks to be performed? الى اية درجة يتلقى العاملين تعليمات واضحة بشأن المهام التي ينبغي ادائها؟				
G 11	To what extent is the training received by staff effective? الى اية درجة يكون تدريب العاملين فاعلا؟				
G 12	Are the job descriptions of all key positions at this level available? هل تتوفر توصيفات وظيفية لجميع الوظائف الرئيسية بديوان الوزارة؟				

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

- 1=No/Not at all/Total Lack; لا / ابدأ / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
G 13	How often is staff performance review carried out per year? كم مرة في العام الواحد يتم اجراء مراجعة على اداء العاملين؟ [insert the number of times in the "YES" column] أدخل الجواب في حقل (نعم)				
G 14	How many days does it take to get an employee into the payroll system and paid? كم يستغرق ادخال الموظف الجديد في نظام الرواتب ويدفع راتبه بالايام؟ [insert the number of days in the "YES" column] أدخل الجواب في حقل (نعم) ؟				
G 15	Is there a training policy for the Ministry staff? هل توجد سياسات خاصة بالتدريب للعاملين بديوان الوزارة؟				
G 16	Is there In-house capacity for the provision of needed training? هل توجد قدرات داخلية لتقديم التدريب المطلوب؟				

Section 8: Quality Assurance and Standards الجزء الثامن: ضمان الجودة والمعايير

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

- 1=No/Not at all/Total Lack; لا / ابدأ / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators	Scores/ Rates				
		1	2	3	4	
H 01	In your view, how would you rate the adequacy of the services provided to provinces, Districts and schools in the following areas? برايك كيف تصنف كفاءة الخدمات المقدمة للمحافظات والاقضية والمدارس في المجالات التالية:	i) Monitoring Curriculum implementation متابعة تطبيق المناهج				
		ii) Monitoring Curriculum Coverage متابعة تغطية المناهج				
		iii) In-servicing teachers in pedagogical areas تدريب اثناء الخدمة في مواضيع طرق التدريس التربوية				
		iv) carrying out school assessments and Evaluations تنفيذ استبيانات وتقييمات مدرسية				
		v) Integrating best practices ادخال افضل الممارسات				

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدأ / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
H 02	To what extent does your staff have sufficient skills in the following areas? الى اي درجة لدى العاملين المهارات اللازمة في المجالات التالية؟	i) Standards development for learning outcomes تطوير معايير مخرجات التعلم				
		ii) Standards development for service delivery indicators تطوير معايير مؤشرات تقديم الخدمة				
		iii) Analytical skills for integration of best practices المهارات التحليلية اللازمة لادخال افضل الممارسات				
		iv) Developing, piloting, and administering various assessment instruments (test, school-leave exams, etc) تطوير وتجربة ووضع استمارات لاسئبانات مختلفة (امتحانات ، امتحانات على مستوى المدارس ، الخ...)				
		v) Quantitative skills analysis of learning progress المهارات الكمية لتحليل التقدم في التعلم				
H 03	To what extent are the strategies for dissemination of best practices explicit? الى اية درجة تكون استراتيجيات تعميم افضل الممارسات واضحة؟					
H 04	To what extent are best practices applied at school, District and provincial levels? الى اية درجة تطبق افضل الممارسات في: المدارس والاقضية و المحافظات؟					
H 05	To extent does your staff have the necessary skills to support Heads of schools to carry out school based quality assurance in the following areas: الى اية درجة يتمتع كادرنا بالمهارات الضرورية لدعم مدراء المدارس في تنفيذ ضمان الجودة في المجالات التالية:	i) School administration ادارة المدرسة				
		ii) Target setting وضع الاهداف				
		iii) Target implementation تنفيذ الاهداف				
		iv) Guidance on learner assessment التوجيه في تقييم المتعلمين				
		v) Assessment tools / techniques ادوات / تقنيات التقييم				
		vi) Assessment of curricula coverage تقييم تغطية المناهج				
		vii) Setting tests / exams اعداد الاختبارات / الامتحانات				
		viii) Assessing teacher performance تقييم اداء المعلمين				
H 06	To what extent are the performance assessment findings used to inform decision making? (for staff promotions / demotions, improvement of In-Service training, Practices and policies) الى اية درجة تستخدم نتائج استبيان الاداء لتوصيل المعلومات بغية اتخاذ القرار؟ (ترقيات العاملين ، العقوبات ، تحسين التدريب اثناء الخدمة ، الممارسات والسياسات؟)					

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

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2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
H 07	To what extent does your staff have sufficient skills to train provincial, District staff and schools in the following areas? الى اية درجة لدى العاملين المهارات اللازمة لتدريب كادر المحافظات و الاقضية والمدارس في المجالات التالية:	i) Procurement of Instructional materials مشتریات المواد التعليمية				
		ii) Mobilization of resources تعبئة الموارد				
		iii) School Term Planning التخطيط للفصل المدرسي				
		iv) Monitoring of Education standards مراقبة معايير التعلم				
		v) Compliance with official policies and guidelines الالتزام بالسياسات والتعليمات الرسمية				
H 08	To what extent does your staff have sufficient skills to support teachers in the following areas? الى اية درجة لدى كادر المهارات اللازمة لدعم المعلمين في المجالات التالية:	i) Teamwork العمل الجماعي كفريق				
		ii) Management of large classes ادارة الصفوف كبيرة الحجم من التلاميذ				
		iii) Remedial work العمل التصحيحي للاخطاء				
		iv) Setting discipline without the cane اشاعة الانضباط بدون العصا				
		v) Assessment of Curriculum coverage تقييم تغطية المناهج				
H 09	To what extent are School / Teacher reports used to improve performance in teaching and learning outcomes? الى اية درجة تستخدم تقارير المدارس / المعلمين في تحسين الاداء في مخرجات التدريس والتعلم؟					
H 10	To what extent are there detailed and specific curricular learning standards developed up to best international practice? الى اية درجة توضع معايير تعليمية مفصلة عن المناهج لغرض تطبيق افضل الممارسات الدولية؟					
H 11	To what extent are the guidelines for the following clear? الى اية درجة تكون التعليمات في المجالات التالية واضحة؟	i) Inspection التفتيش				
		ii) Guidance and Counseling الارشاد والاستشارة				
		iii) National Teacher accreditation system النظام الوطني لاعتماد للمعلمين				
		iv) National assessment of learning الامتحانات الوزارية				
		v) Teacher assessment تقييم المعلمين				
		vi) Learning assessment تقييم التعلم				

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

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4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
H 12	To what extent do you think regulations on the following are clear? الى اية درجة تعتقد بان الضوابط بشأن الجوانب التالية واضحة؟	i) Syllabuses المناهج				
		ii) Exam / testing regulations ضوابط الاختبارات / الامتحانات				
H 13	How many times in a year do national/ministry Quality Assurance Officers visit Schools? [Please insert the number of times per year in the YES column] كم مرة خلال العام الواحد يقوم موظفو المشرف التربوي في ديوان الوزارة بزيارة المدارس؟ (نرجو ادخال عدد المرات في السنة الواحدة في العمود نعم)					
H 14	To what extent are the lines of accountability for quality clearly defined? الى أي مدى خطوط المسائلة الخاصة بالجودة واضحة؟					
H 15	To what extent do quality assurance officer understand learning assessment tools? الى اية درجة ترى ان العاملين الاشراف التربوي مدركا لادوات تقييم التعلم؟					
H 16	To what extent do you feel that the basic training for Quality Assurance Officers is adequate? الى اية درجة ترى ان التدريب الاساسي الذي يقدم لموظفي الاشراف التربوي كافيا؟					
H 17	Are best practices of school documented at the national level? هل يتم توثيق افضل ممارسات المدارس على المستوى الوطني؟					
H 18	Are the documented best practices disseminated? هل يتم تعميم افضل الممارسات التي تم توثيقها؟					
H 19	To what extent do schools receive timely and adequate support after being identified as low-performing? الى اية درجة تتلقى المدارس (التي تم تحديدها بأنها مدارس ذات أداء منخفض) الدعم في وقته المحدد وبالشكل الكافي؟					
H 20	What is the duration taken by the national/ ministry Education Office to answer certain routine requests or queries from schools? ما هي الفترة الزمنية التي يأخذها ديوان الوزارة للرد على طلبات روتينية محددة أو استفسارات من المدارس؟ (بالاشهر)					
H 21	Is supervision of the following effective? هل تعتقد ان الاشراف يعد فاعلا في المجالات التالية؟	i) curriculum delivery تدريس المناهج				
		ii) in-service training التدريب اثناء الخدمة				
		iii) performance appraisal تقييم الاداء				
		iv) facilities management ادارة المباني				
		v) Community involvement اشراك المجتمع				

Section 9: Procurement

الجزء التاسع: التوريدات

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
I 01	To what extent is the legislation and regulation on procurement clear on the following الى اية درجة تكون التشريعات والضوابط في مجال التوريدات واضحة؟	i) Preparation of tender documents اعداد وثائق العطاءات				
		ii) Award Process عملية منح العقود				
		iii) Contract performance تنفيذ العقود				
I 02	To what extent does you staff have sufficient skills to design and develop the following الى اية درجة لدى كادر المهارات اللازمة لتصميم اعداد كل مما يلي:	i) Preparation of tender documents اعداد وثائق العطاءات				
		ii) Evaluation of bids تقييم العطاءات				
		iii) Contract deeds/ insurance سندات العقود (التامين)				
I 03	To what extent is procurement records used to inform management decisions in future procurements? الى اية درجة تستخدم السجلات السابقة للتوريدات لتوصيل المعلومات الى الادارة لغرض اتخاذ القرارات في العقود والمناقصات المستقبلية؟					
I 09	To what extent does the staff have necessary skills to prepare the procurement plans and schedules? الى اية درجة لدى العاملين المهارات اللازمة لاعداد الخطط والجدول الزمنية للعقود والمناقصات؟					
I 10	To what extent does the staff have sufficient procurement skills to support provinces, Districts and Schools? الى اية درجة لدى العاملين مهارات المشتريات / التوريدات اللازمة لدعم المحافظات والاقضية والمدارس؟					
I 11	To what extent are departmental procurement plans linked to the financial plans? الى اية درجة ترتبط خطط اقسام التوريدات بالخطط المالية؟					
I 12	To what extent is the staff equipped with skills to track contract performance? الى اية درجة يزود العاملين بالمهارات اللازمة لمتابعة الاداء في العقود؟					
I 13	What percentage of contracts is performed within the set time (schedule)? ما هي النسبة المئوية للعقود التي تنجز ضمن الفترة المحددة لتنفيذها؟ (النسبة المئوية)					

Section 11: Visioning

الرؤية

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ايدا / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
K01	To what extent does your staff have skills to establish learning objectives for regional curriculum? الى أي مدى يمتلك العاملون لديك المهارات لوضع الأهداف التعليمية لمناهج اقليمية خاصة ببعض المحافظات				
K 02	To what extent does your staff have skills to develop the localized (Mudierya) curriculum that will deliver those learning objectives? الى أي مدى يمتلك العاملون لديك المهارات لتطوير المناهج والمحدثّة على المستوى المحلي (المديريات) التي ستعكس تلك الأهداف التعليمية؟				
K03	To what extent do your staff have skills to Establish the norms and standards for school-level non-teachers? الى أي مدى يمتلك العاملون لديك المهارات لوضع المعدلات الخاصة باعداد غير المعلمين (الاداريين) على مستوى المدرسة (اعداد الاداريين التي تتناسب مع عدد المدرسين بالمدرسة)؟				
K04	To what extent does your staff have skills to design funding formulas and algorithms that will move money from the center to lower parts of the system? الى أي مدى يمتلك العاملون لديك المهارات لتصميم معادلات التمويل والخوارزميات والتي تقوم بتحويل الأموال من المركز إلى المستويات الأدنى في النظام (الى المديريات العامة - الاقضية - المدارس)؟				

Interviewers and Supervisors Comments

ملاحظات من يقوم بالمقابلة والمشرفين

The interviewer and the supervisor to make comments / observations regarding the interview

يدون من يجري المقابلة والمشرف ملاحظاتهم / ارائهما بشأن المقابلة

Interviewer's Comments / Observations (اراء / ملاحظات الشخص الذي يجري

المقابلة).....

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Supervisor's Observations (ملاحظات المشرف)

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E-2 Province Questionnaire

The Ministry of Education, Baghdad, Iraq.
Iraq Education Management Capacity Assessment
Province Questionnaire

المقدمة

- أنا اسمي اعمل مع (DCI-Iraq) المتعاقد مع شركة المعهد الدولي للبحوث (RTI) لاجراء تقييم لقدرات الادارة التعليمية في العراق.
- يجرى هذا التقييم بناء على طلب الحكومة العراقية ويشمل كافة تشكيلات وزارة التربية.
- الغرض من هذا الاستبيان هو لاجراء تقييم مفصل لقدرات ادارة قطاع التعليم في العراق.
- برغم اننا سنطلب اسمك لاجراض ادارة الجودة في هذا النشاط ، الا ان الاسماء ستبقى بحالة مجهولة اذ ستنشر نتائج هذا التقييم بصيغة جداول مشتركة. سوف تستخدم وزارة التربية معلومات هذا التقييم لغرض اعداد برنامج مناسب لبناء القدرات.
- لانه قد وقع عليك الاختيار في هذا الاستبيان ، أود ان اطرح عليك بعض الاسئلة التي تتعلق بدورك في ادارة الخدمات التعليمية. وكذلك ، اود ان اطرح بعض الاسئلة التي تتعلق بالمباني ومتطلبات عملك.

أثناء اجراء الاستبيان ، أود أن أقوم بملاحظة المعدات المكتتبية لغرض التحقق من متطلبات العمل. قبل أن تكمل، هل أنت موافق على إجراء هذا المقابلة؟

لا

نعم

Introduction

- My name is-----, I am working with (DCI Iraq) which is a sub-contractor to RTI to conduct an assessment to evaluate the Iraqi educational capacities.
- This Assessment is conducted in accordance to the Iraqi government request. It covers all the Ministry of education departments.
- The aim behind this assessment is to have detailed evaluation to the Iraqi Educational sector capacities.
- Although we will need your name for the quality of this program purposes, the names will be unknown. The results of this assessment will be published in tables format. Ministry of education will use the data of this assessment to develop a suitable and appropriate capacity building program.
- Since you have been selected to do this assessment, I would like to ask you some questions regarding your role in managing the educational services. Also I would like to ask you some questions about facilities and your work needs.
- During conducting this assessment I would like to see the desk equipments just to check about the work needs.
- Before we start, do I have your approval to participate in this interview?

Yes

No

Section 1: Identification and Questionnaire Administration Personnel District Quality and Standards Office

الجزء الأول: تحديد واستبيان مكتب ادارة قسم الأفراد والجودة والمعايير لدى المحافظة

1.1 Name and Code of Interviewer and Supervisor

اسم ورمز من يقوم بالمقابلة والمشرف

A 01 Interviewer's Name Code.....
اسم من يجري المقابلة
الرمز

A 02 Supervisor's Name Code.....
اسم المشرف
الرمز

1.2 Interview Status (حالة المقابلة)

Visit	Visit 1(1 الزيارة)	A04	A05*	A06
	A 03			
1	Interviewer من يجري المقابلة [Name and code] الاسم والرمز __	Date [dd:mm:yy] التاريخ: سنة: شهر: يوم __ : __ : __ __ __ __	Result code رمز النتيجة __	Revisit required مطلوب زيارة ثانية Yes نعم1 No لا2
A07 [Specify reasons for an incomplete interview] حدد اسباب عدم اكمال المقابلة				
Visit	Visit 2 الزيارة	A09	A10*	A11
	A08			
2	Interviewer من يجري المقابلة اسم ورمز [Name and code] __	Date [dd:mm:yy] التاريخ: سنة: شهر: يوم __ : __ : __ __ __ __	Result code رمز النتيجة __	Revisit required مطلوب اعادة زيارة Yes نعم1 No لا 2
A12 [Specify reasons for an incomplete interview] حدد اسباب عدم اكمال المقابلة				
Visit	A13	A14	A15*	A16
3	Interviewer من يجري المقابلة اسم ورمز [Name and code] __	Date [dd:mm:yy] التاريخ: سنة: شهر: يوم __ : __ : __ __ __ __	Result code رمز النتيجة __	Revisit required اعادة الزيارة Yes نعم1 No لا2
a28 [a18a	A17 [Specify reasons for an incomplete interview]			
R	Result codes for a05*, a10* and a15*:			
	01 completed تمت	02. Incomplete لم تتم	03. Officer Refused المسئول رفض	04. Office Locked المكتب مغلق
	05. Officer not available الموظف لم يكن موجودا	77. Others [Specify] اخرى (حدد)		

1.3 Identification Particulars تحديد البيانات

A18	Level Type المحافظة	Name الاسم.....
A19	Interviewer arrival time وقت وصول الشخص الذي يجري المقابلة	A) Hours [Code 00-24] الساعات _ b) Minutes [Code 00-59] الدقائق _

Respondent الشخص الذي تجرى معه المقابلة

A20	Name of Respondent اسم الشخص الذي تجرى معه المقابلة	1..... 2..... 3..... 4..... 5.....
A21	Respondent title اللقب الوظيفي	1. Province head محافظة 2. EMIS head إدارة التعليمات التربوية 3. Finance head الشؤون المالية 4. HR and Training head والتدريب 5. Quality head مدير النوعية

Section 2: Organization Structure

الجزء الثاني: الهيكل التنظيمي

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدأ / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
B 01	In your view, are your core functions at the Province sufficiently clear? حسب وجهة نظرك ، هل الادوار الرئيسية لوظيفتك الرئيسية في المحافظة واضحة بشكل كاف؟				
B 02	To what extent do you feel your functions overlap with those of other levels (District and Headquarters)? الى أي مدى تعتقد ان ادوار وظيفتك تتداخل مع الوظائف الاخرى على مستوى (الاقضية والدوائر الرئيسية)؟				
B 03	To what extent is the overlap needed at the following levels? الى اي درجة يكون التداخل مطلوباً في المستويات التالية؟	i) National ديوان الوزارة			
		ii) District الاقضية			
B 04	To what extent does the overlap (if it exists) create an effective collaboration? الى أي مدى ينتج عن التداخل (ان وجد) تعاوناً فاعلاً؟				
B 05	To what extent do you have clarity to as to whom you should report to? الى اي مدى تكون لديك درجة وضوح في من الشخص الذي ترسل له تقارير العمل؟				
B 07	To what extent are your staff numbers sufficient to perform the office roles and functions of your level? الى أي مدى يكون افراد كادرك كافياً لأداء أدوار ومهام مكتب على مستوى مديرتك؟				
B 08	To what extent does staff at your Provincial Education Office have the right level and appropriate mix of skills for the tasks? الى اي درجة يتميز الكادر في دائرة المحافظة بمستوى الخبرات اللازمة لانجاز المهام؟				
B 09	To what extent are the operational resources or funding for your office sufficient for your tasks? الى اية درجة تكون موارد العمليات أو التمويل كافية في دائرتك لانجاز المهام؟				
B 10	To what extent is decision making by your superiors sufficiently rapid to allow you to do your job? الى اية درجة يكون اتخاذ القرارات من قبل رؤسائك بالسرعة الكافية التي تسمح لك بانجاز العمل؟				
B 11	To what extent are the service delivery standards for your office clearly defined? الى اية درجة معايير تقديم الخدمات لدائرتك محددة بشكل واضح؟				

Section 3: General Skills

الجزء الثالث: مهارات عامة

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

- 1=No/Not at all/Total Lack; لا / ابدأ / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
C 01	To what extent does your staff have sufficient skills in designing and conducting policy relevant research (Both qualitative and quantitative)? الى اية درجة لدى العاملين المهارات اللازمة لتصميم وإجراء البحوث المتعلقة السياسات (نوعا وكما)؟				
C 02	To what extent can your staff develop work plans, performance targets, reporting schedules? الى اية درجة يقوم العاملين بإعداد خطط العمل وأهداف الأداء وكتابة التقارير الدورية؟				
C 03	To what extent can your staff optimally implement project plan to meet the completion datelines and budget? الى اية درجة يتمكن العاملين من تنفيذ خطة المشروع بالشكل الأمثل والالتزام بمواعيد الانتهاء والموازنة؟				
C 04	To what extent can your staff estimate the required resources vis-à-vis program outputs? الى اية درجة يتمكن العاملين من تقدير الموارد اللازمة مقابل مخرجات البرنامج؟				
C 05	To What extent does your staff have skills in monitoring program progress vis-à-vis program outputs الى اية درجة لدى العاملين المهارات اللازمة لمراقبة سير البرنامج من خلال مخرجاته؟				
C 06	To what extent does your staff have analytical and communication skills for report writing, extracting lessons learnt, policy analysis and case studies? الى اية درجة لدى العاملين مهارات التحليل والاتصال لكتابة التقارير واستخراج الدروس المستفادة وتحليل السياسات والحالات الدراسية؟				
C 07	To what extent does your staff have skills for constructing programme budgets and monitoring costs? الى اية درجة لدى العاملين المهارات اللازمة لاعداد موازنا البرنامج و مراقبة التكاليف؟				
C 08	To what extent does your staff have skills for preparing budgets and tracking costs? الى اية درجة لدى كادرهم المهارات اللازمة لاعداد الموازنات ومتابعة التكاليف؟				
C 09	To what extent does your staff have skills needed to write a scope of work and Terms of Reference for a consultant / Technical Assistance? الى اية درجة يتميز العاملين بالمهارات اللازمة لكتابة نطاق العمل الخبراء أو تقديم الدعم الفني؟				
C 10	To what extent does your staff have the skills in understanding and using the official procurement and tendering processes / Procedures? الى اية درجة لدى العاملين المهارات في فهم واستخدام عمليات / اجراءات المشتريات والعطاءات والمناقصات؟				
C 11	To what extent does your staff have the necessary basic skills in computer software use? الى اية درجة لدى العاملين المهارات الاساسية اللازمة في استخدام الحاسوب؟				

Section 4: Factual Questions

الجزء الرابع: اسئلة عن حقائق

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما;

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
D 01	Does your Province have Performance Appraisal System? هل لدى محافظتك نظام لتقييم الاداء؟				
D 02	Does this Province have clear staff training and development plans? هل لدى محافظتك خطط واضحة لتدريب وتطوير العاملين؟				
D 03	Does this Province have an Operational Plan to guide the implementation of its functions? هل لدى محافظتك خطة تنفيذية تقود تنفيذ مهام المحافظة؟				
D 04	How many "official"(permanant and temporary) job positions do you have authorized by the Ministry for the Provincial Education office? ؟ كم هو عدد الوظائف الدائمة والمؤقتة والتي تم إقرارها من قبل الوزارة؟				
D 05	How many of these job positions are filled? ؟ (write the Number in the yes box) اكتب الرقم في مربع نعم				

Section 5: EMIS

الجزء الخامس: نظام معلومات الادارة التعليمية

E 01	Are the skills of your staff sufficient in the following:- هل ترى ان مهارات العاملين كافية في كل مما يلي:	i) Questionnaire design? تصميم الاستبيانات				
		ii) Data capture? الحصول على البيانات				
		iii) Database management and data cleaning (including database packages)? ادارة قاعدة البيانات وتصفية البيانات (بما في ذلك حزم قاعدة البيانات)؟				
		iv) Data analysis (Spreadsheets and / or Statistical packages)? تحليل البيانات (جداول اكسل و/أو حزم احصائية)؟				
		v) Data presentation and reporting? تقديم البيانات واعداد تقارير منها؟				
		vi) Graphical data presentation? تقديم شرح مفصل عن البيانات؟				
		vii) Data interpretation and statistical report writing? تفسير البيانات وكتابة التقارير الاحصائية؟				
		viii) Systems management? ادارة الانظمة؟				
		ix) Marketing of EMIS capabilities? تسويق القدرات لنظام ادارة المعلومات التعليمية؟				

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدأ / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
E 02	To what extent is information from EMIS used to inform management decisions? الى اية درجة تستخدم معلومات نظام معلومات الادارة التعليمية في إصدار القرارات الادارية؟				
E 03	Is there a delay in receiving EMIS data from the Districts? هل هناك تأخير في استلام بيانات نظام معلومات الادارة التعليمية من الاقضية؟				
E 04	how many days is the delay? الى اية درجة يكون هذا التأخير؟ (اذكر عدد الايام).				
E 05	how many days is the delay in the reporting of EMIS data to various institutions within the province الى اية درجة يكون التأخير في اعداد تقارير بيانات نظام معلومات الادارة التعليمية الى المؤسسات المختلفة ضمن المحافظة؟ (اذكر عدد الايام).				
E 05	To what extent is feedback given by the Province to districts and schools regarding their data and information? الى اية درجة تقدم المحافظة تغذية راجعة الى الاقضية والمدارس بشأن بياناتهم ومعلوماتهم؟				

Section 6: Financial Planning and Management

الجزء السادس: الادارة والتخطيط المالي

F 01	To what extent do annual budgetary allocations respond to Programme activity requirements in your province? الى اية درجة تلبى تخصيصات الموازنة السنوية متطلبات نشاطات البرامج في محافظتك؟				
F 02	To what extent do financial disbursements comply with budgetary allocations? الى اية درجة تتطابق المصروفات المالية مع مخصصات الموازنة؟				
F 03	To what extent does your staff have IT skills in budget Reporting and auditing? الى اية درجة لدى العاملين مهارات تكنولوجيا المعلومات في مجال اعداد التقارير والتدقيق في الموازنة؟				
F 04	To what extent does your staff have financial or accounting skills in budget Execution, Reporting and Auditing? الى اية درجة لدى العاملين المهارات المالية أو الحسابية في مجال تنفيذ الموازنة واعداد التقارير عن الموازنة وتدقيقها؟				
F 05	To what extent does your staff assist Districts and Schools set their budgeting and funding levels? الى اية درجة يساعد العاملين الاقضية والمدارس في اعداد ميزانياتهم ومستويات تمويلهم؟				
F 06	To what extent does your staff have Analytical skills to see whether districts and schools are spending funds according to the established guidelines? الى اية درجة لدى العاملين المهارات التحليلية للنظر فيما اذا كانت الاقضية والمدارس تنفق التمويل وفق التعليمات الصادرة؟				
F 07	To what extent does your staff have financial forecasting and planning skills driven by enrolment and quality development needs? الى اية درجة لدى العاملين مهارات التخمين المالي والتخطيط بحسب احتياجات المدارس وتطوير الجودة؟				
F 08	To what extent are the guidelines on the management of Grants and donations to school adequate? الى اية درجة تتلاءم التعليمات المتعلقة بادارة المنح و التبرعات للمدارس؟				
F 09	To what extent do you support audit of schools? الى اية درجة تقدمون دعمكم لإجراء التدقيق في المدارس؟				

Section 7: Human Resource Management and Development

الجزء الثامن: ادارة وتطوير الموارد البشرية

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدأ / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
G 01	To what extent has the skills inventory and audit been conducted? الى اية درجة يتم تنفيذ تدقيق لقائمة المهارات؟				
G 02	To what extent has the performance appraisal system been used for staff development? الى اية درجة يستخدم نظام تقييم الاداء لتطوير العاملين؟				
G 03	To what extent are the Performance assessment findings used to develop training plans? الى اية درجة تستخدم نتائج تقييم الاداء في تطوير خطط التدريب للعاملين؟				
G 04	To what extent are policies and methods to attract and retain personnel clear and effective? الى اية درجة تكون وسائل وسياسات جذب واستبقاء العاملين واضحة وفاعلة؟				
G 05	To what extent are all professional jobs in the Provincial Education Office filled through competitive selection? الى اية درجة تشغل الوظائف المهنية في مكتب تربية المحافظة على اساس الاختيار التنافسي؟				
G 06	To what extent are the job descriptions clearly defined for all key positions at Provincial Education Office? الى اية درجة وصف الوظائف التربوية الرئيسية بمكتب تربية المحافظة مكتوب بشكل واضح؟				
G 07	How often is staff performance review carried out? كم مرة تم اجراء مراجعة لاداء فريق العاملين بالمحافظة؟ (بالاشهر)				
G 08	How long does it take for a transfer request to be effected? كم يأخذ طلب النقل من الوقت ليتم تحقيقه؟ بالايام				
G 09	To what extent are officers at the Province promoted when due? الى اية درجة تتم ترقية العاملين في المحافظة عند استحقاقهم لذلك؟				
G 10	To what extent does staff at the provincial education Office have sufficient skills to carry out interviews for promotion, deployment and firing of teachers? الى اية درجة لدى العاملين بتربية المحافظة المهارات اللازمة لاجراء المقابلات لترقية واستبعاد (فصل) المعلمين؟				
G 11	To what extent does your staff have sufficient skills for investigating, reporting and dealing with discipline cases? الى اية درجة لدى العاملين المهارات اللازمة لاجراء التحقيقات واعداد تقارير والتعامل مع الحالات الانضباطية؟				

Section 8: Quality Assurance and Standards

الجزء التاسع: ضمان الجودة والمعايير

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
H 01	In your view, how would you rate the services provided to schools by the Districts in the following areas? (Are they adequate / sufficient)? برأيك ، كيف تصنف الخدمات التي تقدمها المحافظة للمدارس في المجالات التالية؟ (هل هي ملائمة / كافية؟)	i) Financial Management الإدارة المالية				
		ii) Teacher Management إدارة المعلمين				
		iii) Teacher Development تطوير قدرات المعلمين				
		iv) School Assessment and Evaluation تقدير وتقييم احتياجات المدارس				
		v) Procurement التوريدات				
		vi) School Administration الإدارة المدرسية				
		vii) Administration of National exams إدارة الامتحانات الوطنية				
		viii) Curriculum Implementation تنفيذ المناهج				
		ix) Pedagogical (Subject areas) طرق تدريس (مواضيع المواد)				
		x) Continuous Assessment of student progress تقييم مستمر لتقدم التلميذ				
		xi) Effective functioning of BOGs تفعيل مجالس الامناء				
		xii) Public - Private partnerships الشراكات العامة والخاصة				
H 02	To what extent does your staff have sufficient skills in the following areas الى اي درجة يتمتع الكادر لديك بالمهارات اللازمة في مجالات التالية	i) Monitoring Learning outcomes مراقبة مخرجات التعليم				
		ii) Monitoring performance in service delivery. مراقبة الاداء اثناء تقديم الخدمات				
		iii) Analytical skills for integration of best practices المهارات التحليلية لادماج افضل الممارسات				
		vi) Quantitative skills analysis of learning progress التحليل الكمي لمهارات تطور التعلم				

For every question / indicator please assign a rank/score/rate from 1 to 4 .where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما;

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
H 03	To what extent are the strategies for dissemination of best practices explicit? الى اية درجة تكون استراتيجيات تعميم افضل الممارسات واضحة ؟				
H 04	To what extent are best practices applied at school and district, levels? الى اية درجة تطبيق افضل الممارسات على مستويات: المدارس والاقضية؟				
H 05	To what extent do officers at the Province integrate best practices into their work? الى اية درجة يقوم العاملون في المحافظة بادماج افضل الممارسات في عملهم؟				
H 06	Are the documented best practices disseminated in your Province? هل يتم تعميم افضل الممارسات الموثقة في محافظتك؟				
H 07	To what extent do schools receive timely and adequate support on request from the Province? الى اية درجة تستلم المدارس الدعم اللازم في الوقت المحدد وبشكل كافي من المحافظة بحسب طلبات المدارس؟				
H 08	How many days does it take the Provincial Education Office to answer routine requests or queries from schools? كم يستغرق مكتب تربية المحافظة للاجابة على الطلبات الروتينية للمدارس. أو استفساراتها؟ [Give answer in days](اعط الجواب بعدد الايام)				

Section 11: Visioning

الرؤية

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ايدا / خال تماما;
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
K01	To what extent your staff have skills to conduct province self assessment? إلى أي مدى يمتلك الكادر لديك المهارات لإجراء تقييم ذاتي لمديرية التربية في المحافظة				
K02	To what extent does your staff have skills to develop a School Improvement Plan (SIP) based on self assessment results? إلى أي مدى يمتلك الكادر لديك المهارات لإجراء خطة لتطوير المدارس بالاعتماد على نتائج التقييم الذاتي				
K03	To what extent does your staff have skills to choose textbooks to be used in the schools? إلى أي مدى يمتلك الكادر لديك المهارات لاختيار الكتب الدراسية (في حالة وجود أكثر من كتاب للاختيار بينهم) والتي سوف تستخدم في المدارس؟				
K04	To what extent does your staff have skills to purchase province textbooks? إلى أي مدى يمتلك الكادر لديك المهارات لشراء الكتب الدراسية الخاصة بالمحافظة؟				
K05	To what extent does your staff have skills to deliver province textbooks? إلى أي مدى يمتلك الكادر لديك المهارات لتقديم وشرح مناهج تدريسية خاصة بالمحافظة؟				
K06	To what extent does your staff have skills to design student assessment instruments that can determine the degree to which the learning objectives of each student are being met. Grade 9 exam? إلى أي مدى يمتلك الكادر لديك المهارات لتصميم أداة تقييم الطالب والتي تستطيع من خلالها تحديد فيما إذا كانت الأهداف التعليمية لكل طالب قد تحققت (امتحان الثالث المتوسط)				
K07	To what extent does your staff have skills to design student assessment instruments that can determine the degree to which the learning objectives of each student are being met. Grade 6 exam? إلى أي مدى يمتلك الكادر لديك المهارات لتصميم أداة تقييم الطالب والتي تستطيع من خلالها تحديد فيما إذا كانت الأهداف التعليمية لكل طالب قد تحققت (امتحان السادس الابتدائي)				
K08	To what extent does your staff have skills to design student assessment instruments that can determine the degree to which the learning objectives of each student are being met. End of Grade exams? إلى أي مدى يمتلك الكادر لديك المهارات لتصميم أداة تقييم الطالب والتي تستطيع من خلالها تحديد فيما إذا كانت الأهداف التعليمية لكل طالب قد تحققت السادس الاعدادي				
K09	To what extent does your staff have skills to Establish the norms, standards, and protocols for the development and use of Continuous assessment item banks? إلى أي مدى يمتلك الكادر لديك المهارات لوضع المعايير والبروتوكولات لتطوير واستخدام بنك اسئلة للامتحانات؟ (بنك اسئلة يعني مجموعات من الاسئلة يمكن استخدامها في الامتحانات لقياس مستوى الطلاب)				

K10	To what extent does your staff have skills to Develop and maintain and safeguard the Continuous assessment item banks? إلى أي مدى يمتلك الكادر لديك المهارات لتطوير وإدامة وحماية بنوك الاسئلة الخاصة بالامتحانات؟				
K11	To what extent does your staff have skills to Access the Continuous assessment item banks? إلى أي مدى يمتلك الكادر لديك المهارات لاستخدام بنوك الاسئلة الخاصة بالامتحانات؟				
K12	To what extent does your staff have skills to ensure the overall quality of the exams—ensure that they are designed to measure the learning objectives: Grade 6 exam? إلى أي مدى يمتلك الكادر لديك المهارات لضمان جودة الامتحانات بشكل عام. تضمن إن الامتحانات تم تصميمها لكي تقيس الأهداف التعليمية لامتحانات الصف السادس الابتدائي؟				
K13	To what extent does your staff have skills to Administer the exams Grade 9 exam إلى أي مدى يمتلك الكادر لديك المهارات لإدارة امتحانات الصف الثالث المتوسط؟				
K14	To what extent does your staff have skills to Administer the exams Grade 6 exam? إلى أي مدى يمتلك الكادر لديك المهارات لإدارة امتحانات الصف السادس الابتدائي				
K15	To what extent does your staff have skills to correct the exams Grade 9? إلى أي مدى يمتلك الكادر لديك المهارات لتصحيح امتحانات الصف الثالث المتوسط				
K16	To what extent does your staff have skills to Supervise/oversee the correction of the exams Grade 9 exam? إلى أي مدى يمتلك الكادر لديك المهارات للإشراف ومراقبة تصحيح امتحانات الصف الثالث المتوسط				
K17	To what extent does your staff have skills to Input the results into appropriate data-bases Grade 9 exam? إلى أي مدى يمتلك الكادر لديك المهارات لإدخال نتائج امتحانات الصف الثالث المتوسط ضمن قاعدة البيانات المناسبة				
K18	To what extent does your staff have skills to determine the performance standards for schools Grade 9 exam? إلى أي مدى يمتلك الكادر لديك المهارات لتحديد معايير الأداء في المدارس لامتحان الثالث المتوسط				
K19	To what extent does your staff have skills to determine the job descriptions for each teacher-type on the career ladder? إلى أي مدى يمتلك الكادر لديك المهارات لتحديد الوصف الوظيفي لكل معلم ضمن السلم الوظيفي.				
K20	To what extent does your staff have skills to determine the specific knowledge, skills, and attitudinal standards for each teacher type on the career ladder? إلى أي مدى يمتلك الكادر لديك المهارات لتحديد المهارات والمعلومات المحددة لكل معلم ضمن السلم الوظيفي؟				
K21	To what extent do your staff have skills to conduct school-level CPD using these programs (and others that have been certified by PAT) throughout the year? إلى أي مدى يمتلك الكادر لديك المهارات لإجراء عملية التطوير المهني المستمر للمدرسين على مستوى المدرسة واستخدام البرامج المعتمدة للتدريب خلال العام؟				
K22	To what extent does your staff have skills to ensure that all of this CPD is taking place and that the teachers are becoming more knowledgeable and skilled, at the <u>mudirya</u> level? إلى أي مدى يمتلك الكادر لديك المهارات للتأكد من أن عملية التطوير المهني المستمر للمدرسين يتم إجراؤها وأن المعلمون قد ازدادت معلوماتهم وخبراتهم على مستوى المديرية				

K23	To what extent does your staff have skills to assess the teachers for placement on the Teacher Cadre: the promotion process? إلى أي مدى يمتلك الكادر لديك المهارات لإجراء تقييم للمعلمين لأدراج المعلمين ضمن الكادر وعملية الترفيع				
K24	To what extent does your staff have skills to determine what constitutes a P/F on the exam? إلى أي مدى يمتلك الكادر لديك المهارات لتحديد مكونات امتحانات المدرسين لعملية الترفيع؟				
K25	To what extent does your staff have skills to enter the results into the EMIS and post on website? إلى أي مدى يمتلك الكادر لديك المهارات لإدخال النتائج ضمن برنامج المعلومات التربوية ومن ثم نشرها عبر الموقع الإلكتروني.				
K26	To what extent does your staff have skills to assess the teachers for placement on the Teacher Cadre: the promotion process. Annual? إلى أي مدى يمتلك الكادر لديك المهارات لإجراء تقييم للمعلمين لغرض أدراج المعلمين ضمن الكادر / الترفيع سنوياً؟				
K27	To what extent does your staff have skills to assess the teachers for placement on the Teacher Cadre: the promotion process. Mid-term (3rd year)? إلى أي مدى يمتلك الكادر لديك المهارات لإجراء تقييم للمعلمين لأدراج المعلمين ضمن الكادر/عملية الترفيع. (في منتصف الفترة)				
K28	To what extent does your staff have skills to assess the teachers for placement on the Teacher Cadre: the promotion process. Final? إلى أي مدى يمتلك الكادر لديك المهارات لإجراء تقييم للمعلمين لأدراج المعلمين ضمن الكادر /عملية الترفيع : النهائي؟				
K29	To what extent does your staff have skills to manage the Teacher Cadre assessment teams? إلى أي مدى يمتلك الكادر لديك المهارات لإدارة الفرق المسؤولة عن إجراء تقييم كوادر المعلمين.				
K30	To what extent does your staff have skills to determine if the teacher actually gets the promotion? إلى أي مدى يمتلك العاملون لديك المهارات لتحديد فيما إذا كان المعلم يحصل على الترقية.				
K31	To what extent does your staff have skills to Maintain teacher cadre data-bases? إلى أي مدى يمتلك الكادر لديك المهارات لإدامة البيانات الخاصة بكوادر المعلمين				
K32	To what extent does your staff have skills to development of CPD programs for all non-teaching staff? إلى أي مدى يمتلك الكادر لديك المهارات لتطوير برنامج التطوير المهني المستمر لجميع المدرسين / الإداريين؟				
K33	To what extent does your staff have skills to ensure that this CPD (of school-level non-teachers) is taking place? إلى أي مدى يمتلك الكادر لديك المهارات للتأكد من ضمان إجراء عملية التطوير المهني المستمر لجميع المدرسين (الإداريين) على مستوى المدارس				
K34	To what extent does your staff have skills to develop and implement a training program that will address the capacity needs of these school-level non-teachers? إلى أي مدى يمتلك الكادر لديك المهارات التي تمكنه من تطوير وتنفيذ البرنامج التدريبي والتي تلبي احتياجات القدرات لدى غير المعلمين على مستوى المدارس؟				

K35	To what extent do your staff have skills to establish school staffing norms for teachers based on enrolment, class (not classroom), contact periods per class per week, contact hours per contact period, and contact hours per teacher per week) and other factors such as stage and curriculum? إلى أي مدى يمتلك العاملون لديك المهارات لتحديد المعدلات الخاصة لتحديد أعداد المعلمين بالمدارس بناء على أعداد الدارسين . عدد الحصص لكل صف في الأسبوع وعدد الساعات التدريسية لكل معلم اسبوعيا والعوامل الأخرى مثل المرحلة الدراسية والمنهج الدراسي.				
K36	To what extent does your staff have skills to establish school staffing norms for non-teachers based on the number of teachers and other factors? إلى أي مدى يمتلك الكادر لديك المهارات لتحديد المعدلات الخاصة بغير المعلمين بناء على أعداد المعلمين والعوامل الأخرى؟				
K37	To what extent does your staff have skills to develop a personnel management information system PMIS that can help assess and manage the placement of teachers/non-teachers throughout the system? إلى أي مدى يمتلك الكادر لديك المهارات التي تمكنه من إدارة نظام متابعة المعلومات الخاصة بالمعلمين (مدرسين وغير مدرسين) والتي تساعد في تسكين المعلمين وغير المعلمين بالمدارس بناء على المعدلات ؟				
K38	To what extent does your staff have skills to assess the staffing situation (vis-à-vis staffing norms—see K36) for each school? إلى أي مدى يمتلك الكادر لديك المهارات لإجراء تقييم حول وضع المعلمين و غير المعلمين لكل مدرسة بناء على المعدلات؟ مراجعة K36				
K39	To what extent does your staff have skills to assess the school staffing situation (vis-à-vis staffing norms) for each mudiriya? إلى أي مدى يمتلك الكادر لديك المهارات لإجراء تقييم حول وضع المعلمين و غير المعلمين للمديرية بناء على المعدلات؟ مراجعة K36				
K40	To what extent does your staff have skills to Move school staff from one Mudiriya to another (to align with staffing norms)? إلى أي مدى يمتلك الكادر لديك المهارات لنقل كادر مدرسة من مديرية إلى مديرية أخرى (لتتماشى مع الضوابط الخاصة بالمعدلات)؟				
K41	To what extent does your staff have skills to Hire the teacher/non-teacher? إلى أي مدى يمتلك الكادر لديك المهارات بتعيين المعلمين وغير المعلمين ؟				
K42	To what extent does your staff have skills to remove mudiriya staff from the mudiriya? إلى أي مدى يمتلك الكادر لديك المهارات لإبعاد كادر المديرية من المديرية نفسها؟				
K43	To what extent does your staff have skills to Adjust the funding formula to local level needs? إلى أي مدى يمتلك الكادر لديك المهارات لتعديل معادلات التمويل لتتماشى مع احتياجات المستوى المحلي؟				

E-3 District Questionnaire

The Ministry of Education, Baghdad, Iraq.
Iraq Education Management Capacity Assessment
District / Municipality Questionnaire

المقدمة

- أنا اسمي اعمل مع (DCI-Iraq) المتعاقدة مع شركة المعهد الدولي للبحوث (RTI) لاجراء تقييم لقدرات الادارة التعليمية في العراق.
- يجرى هذا التقييم بناء على طلب الحكومة العراقية ويشمل كافة تشكيلات وزارة التربية.
- الغرض من هذا الاستبيان هو لاجراء تقييم مفصل لقدرات ادارة قطاع التعليم في العراق.
- برغم اننا سنطلب اسمك لاجراء ادارة الجودة في هذا النشاط ، الا ان الاسماء ستبقى بحالة مجهولة اذ ستنتشر نتائج هذا التقييم بصيغة جداول مشتركة. سوف تستخدم وزارة التربية معلومات هذا التقييم لغرض اعداد برنامج مناسب لبناء القدرات.
- لانه قد وقع عليك الاختيار في هذا الاستبيان ، اود ان اطرح عليك بعض الاسئلة التي تتعلق بدورك في ادارة الخدمات التعليمية. وكذلك ، اود ان اطرح بعض الاسئلة التي تتعلق بالمباني ومتطلبات عملك.

أثناء اجراء الاستبيان ، أود أن أقوم بملاحظة المعدات المكتتبية لغرض التحقق من متطلبات العمل. قبل أن نكمل، هل أنت موافق على إجراء هذا المقابلة؟

لا	نعم
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Introduction

- My name is-----, I am working with (DCI Iraq) which is a sub-contractor to RTI to conduct an assessment to evaluate the Iraqi educational capacities.
- This Assessment is conducted in accordance to the Iraqi government request. It covers all the Ministry of education departments.
- The aim behind this assessment is to have detailed evaluation to the Iraqi Educational sector capacities.
- Although we will need your name for the quality of this program purposes, the names will be unknown. The results of this assessment will be published in tables format. Ministry of education will use the data of this assessment to develop a suitable and appropriate capacity building program.
- Since you have been selected to do this assessment, I would like to ask you some questions regarding your role in managing the educational services. Also I would like to ask you some questions about facilities and your work needs.
- During conducting this assessment I would like to see the desk equipments just to check about the work needs.
- Before we start, do I have your approval to participate in this interview?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Section 1: Identification and Questionnaire Administration Personnel District Quality and Standards Office,

الجزء الأول: تحديد واستبيان مكتب ادارة قسم الأفراد والجودة والمعايير لدى القضاء

1.4 Name and Code of Interviewer and Supervisor

1.1 اسم ورمز من يقوم بالمقابلة والمشرف

A 01 Interviewer's Name Code.....
اسم الشخص الذي يجري المقابلة الرمز

A 02 Supervisor's Name Code.....
اسم المشرف الرمز

1.5 Interview Status (حالة المقابلة)

Visit	Visit 1(1 الزيارة) A 03	A04	A05*	A06
1	Interviewer من يجري المقابلة للشخص الذي [Name and code] الاسم والرمز __	Date [dd:mm:yy] التاريخ: سنة: شهر: يوم __ : __ : __ __ __ __	Result code رمز النتيجة __	Revisit required مطلوب زيارة ثانية Yes نعم1 No لا2
A07 [Specify reasons for an incomplete interview] حدد اسباب عدم اكمال المقابلة				
Visit	الزيارة 2 A08	A09	A10*	A11
2	Interviewer أسم الشخص الذي يجري المقابلة. اسم [Name and code] ورمز __	Date [dd:mm:yy] التاريخ: سنة: شهر: يوم __ : __ : __ __ __ __	Result code رمز النتيجة __	Revisit required مطلوب اعادة زيارة Yes نعم1 No لا 2
a23 [Sp a A12[Specify reasons for an incomplete interview] حدد اسباب عدم اكمال المقابلة				
Visit	A13	A14	A15*	A16
3	Interviewer من يجري المقابلة اسم ورمز [Name and code] __	Date [dd:mm:yy] التاريخ: سنة: شهر: يوم __ : __ : __ __ __ __	Result code رمز النتيجة __	Revisit required اعادة الزيارة Yes نعم1 No لا2
A17 [Specify reasons for an incomplete interview]				
R	Result codes for a05*, a10* and a15*:			
01 completed كاملة 02. Incomplete غير كاملة 03. Officer Refused الموظف رفض 04. Office Locked المكتب مغلق 05. Officer not available الموظف غير متوفر 77. Others [Specify] (حدد) اخرى				

1.6 Identification Particulars تحديد الصفات

a33

A18 Level Type القضاء

Name الاسم

a34

A19 Province المحافظة

Name الاسم.....

a35

A20 Interviewer arrival time
وقت وصول الشخص الذي يجري المقابلة

A) Hours [Code 00-24] الساعات
 |_|
b) Minutes [Code 00-59] الدقائق
 |_|

الشخص الذي تجرى معه المقابلة Respondent

A21	Name of Respondent اسم الشخص الذي تجرى معه المقابلة	1..... 2..... 3..... 4..... 5..... 6.....
A22	Respondent title اللقب الوظيفي	District Education officer القضاء مسؤول تربية في01 District Quality and Standards Officer القضاء مسؤول الجودة والمعايير في02 District Examination Officer القضاء مسؤول الامتحانات في03 Other officer at the district cadre القضاء مسؤول آخر ضمن كوادر04

Section 3: General Skills

الجزء الثالث: مهارات عامة

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators اسئلة / مؤشرات	Scores/ Rates المعدل / الدرجة			
		1	2	3	4
C 01	To what extent is your staff able to develop work plans, results frameworks, reporting schedules? الى اي درجة قدرة العاملين على وضع خطط للعمل ، اطر للنتائج ، جداول زمنية لاعداد التقارير؟				
C 02	To what extent can your staff optimize a project plan (to meet the finish date / budget)? الى اي درجة قدرة العاملين على الالتزام بخطة مشروع (تلبية موعد الانتهاء / الموازنة)				
C 03	To what extent can your staff estimate the required programme resources vis-à-vis the deliverables? الى اي درجة قدرة العاملين على تقدير الموارد اللازمة لبرنامج مطلوب بالمقارنة مع المخرجات؟				
C 04	To what extent does your staff have skills in program monitoring? الى اي درجة يتميز العاملين بمهارات مراقبة تنفيذ البرامج؟				
C 05	To what extent does your staff have analytical and communication skills for project report writing, extracting lesson learned and policy analysis? الى اي درجة يتميز العاملين بمهارات التحليل والاتصال لغرض كتابة تقارير مشروع ، واستخلاص الدروس المستفادة وتحليل السياسات؟				
C 06	To what extent does your staff have skills for constructing simple unit-level project budgets and tracking costs? الى اي درجة يتميز العاملين بالمهارات اللازمة لاعداد الموازنات ومتابعة التكاليف في المشاريع ذات الوحدات المبسطة؟				
C 07	To what extent does your staff have the skills needed to write a scope of work for a consultant or Technical Assistance provider? الى اي درجة يتميز العاملين بالمهارات اللازمة لكتابة نطاق العمل للمستشارين أو تقديم المساعدة الفنية؟				
C 08	To what extent does your staff understand procurement and tendering procedures in force? الى اي درجة يفهم العاملين اجراءات المشتريات والعطاءات والمناقصات النافذة؟				
C 09	To what extent does your staff have the necessary basic skills in software use? الى اي مدى يمتلك العاملين المهارات الضرورية في استخدام الحاسوب؟				
C 10	To what extent does your staff have the skills to support schools in the preparation of school development plans? الى اي درجة يتميز العاملين بالمهارات اللازمة لدعم المدارس في اعداد خطط تطوير المدرسة؟				

Section 4: Factual Questions

الجزء الرابع: اسئلة واقعية

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

- 1=No/Not at all/Total Lack; لا / ابدا / خال تماما;
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates المعدل / الدرجات			
		1	2	3	4
D 01	Does this District Education Office have a District Action Plan? هل لدى تربية القضاء خطة عمل خاصة ب القضاء؟				
D 02	Does this District Education Office have a clear staff training and development plan? هل لدى تربية القضاء خطة واضحة لتدريب وتطوير العاملين؟				
D 03	Does this District Education Office have Performance Appraisal System? هل لدى تربية القضاء نظام لتقييم الاداء؟				
D 04	How many "official"(permanent and temporary) job positions do you have authorized by the Ministry for the Provincial Education office? ? [Please insert the number in the Yes Column] [نرجو ادخال الرقم في عمود نعم] ؟				
D 05	How many job positions are filled? كم عدد الوظائف المشغولة بتربية القضاء؟				

Section 5: Education Management Information System

الجزء الخامس: نظام ادارة المعلومات الخاصة بالتربية

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدأ / خال تماما;

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
E 01	To what extent does the data collection instrument at the district level meet the district data needs? الى أية درجة تلبى استمارات جمع البيانات لأحتياج القضاء من المعلومات ؟				
E 02	To what extent are the procedures and schedules for data collection, cleaning, analysis and flow clear? الى أية درجة يمكن اعتبار الاجراءات والجداول الزمنية الخاصة بجمع البيانات وتصفيتها وتحليلها وتداولها واضحة؟				
E 03	To what extent is data from schools spot checked for accuracy and completeness? الى أية درجة يجري تدقيق لعينة من البيانات الخاصة بالمدارس من حيث دقتها واكتمالها ؟				
E 04	To what extent is the data collected at the district used in the following? الى أية درجة تستخدم البيانات التي تجمع على مستوى القضاء في كل مما يلي؟	i) Planning التخطيط			
		ii) Routine management and administration الادارة الروتينية والتنظيم			
E 05	To what extent are the skills of your staff sufficient in the following? الى أية درجة ترى مهارات فريق عملك كافييا في المجالات التالية؟	i) Questionnaire design تصميم الاستبيانات			
		ii) Data Collection / Capture ; جمع البيانات			
		iii) Database management and data cleaning: ادارة قواعد البيانات وتصفيتها			
		iv) Database packages:. حزم قاعدة البيانات			
		v) Data Analysis (spreadsheets and / or statistical packages): تحليل البيانات (جداول اكسل و/أو حزم احصائية):			
		vi) Data presentation and Reporting: تقديم البيانات واعداد تقارير منها			
		vii) Graphical data presentation: تقديم البيانات بالرسومات التوضيحية			
		viii) Data in perpetration and statistical report writing: البيانات من حيث الاعداد وكتابة التقارير الاحصائية			
		ix) systems management: ادارة الانظمة			
		X) Survey Methods: طرق اجراء المسح			
		xi) Marketing of EMIS capabilities: تسويق القدرات لنظام ادارة المعلومات التعليمية (EMIS) :			
E 06	What percentage of schools submits data on time? ما هي النسبة المئوية للمدارس التي تقدم البيانات في الوقت المحدد ؟				
E 07	What is the average percentage of school questionnaires return? ما هي النسبة المئوية من استمارات استبيانات المدارس التي ترجع بعد استكمالها؟				
E 08	Is there a stated time for public query response? هل هناك وقت محدد للرد على الاستفسارات العامة؟				

Section 6: Financial Planning and Management

الجزء السابع: التخطيط والإدارة المالية

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
F 01	In your view are guidelines on financial management clear? برأيك ، هل التعليمات الخاصة بالادارة المالية واضحة؟				
F 02	In your view is the financial regulation clear and complete for the following? برأيك ، هل التعليمات والقواعد المالية واضحة وكاملة من حيث ؟	i) Budget Compilation: تجميع الموازنة			
		ii) Budget Execution: تنفيذ الموازنة			
		iii) Budget Reporting: اعداد تقارير عن الموازنة			
		iv) Budget auditing: تدقيق الموازنة			
		v) Budget accountability: المسائلة في الموازنة			
F 03	To what extent do annual budgetary allocations correspond to quality needs at your level? الى أية درجة تتلائم التخصيصات السنوية للموازنة مع متطلبات الجودة في القضاء؟				
F 04	What percentage of schools is audited annually? [Please indicate the percentage in the YES column] ما هي النسبة المئوية للمدارس التي يتم تدقيقها سنويا؟ [نرجو تأشير النسبة المئوية في عمود نعم]				
F 05	To what extent do financial disbursements comply with budgetary allocations? الى أية درجة تتطابق المصروفات مع التخصيصات المالية؟				
F 06	To what extent does your staff have IT skills in budget compilation, execution, reporting and auditing? الى أية درجة يتميز فريق عملك بمهارات تكنولوجيا المعلومات في جوانب: تجميع فقرات الموازنة ، وتنفيذ الموازنة ، واعداد تقارير عنها وتدقيقها؟				
F 07	To what extent does your staff have financial or accounting skills in budget compilation, execution, reporting and auditing? الى أية درجة يتميز فريق عملك بالمهارات المالية او الحسابات في تجميع فقرات الموازنة ، وتنفيذها ، واعداد تقارير عنها ، وتدقيقها؟				
F 08	To what extent does your staff have Analytical and financial skills in setting district, school (of other level) funding requirements? الى أية درجة يتميز فريق عملك بالمهارات التحليلية والمالية اللازمة لسد متطلبات تمويل القضاء ، المدارس ؟				
F 09	To what extent does your staff have Analytical skills to see whether districts and schools are spending funds according to the allocation guidelines. الى أية درجة يتميز فريق عملك بالمهارات التحليلية اللازمة لرؤية فيما اذا كان القضاء والمدارس تنفق التمويل بحسب تعليمات التخصيص؟				
F 10	To what extent does your staff have skills in budget presentation? الى أية درجة يتميز فريق عملك بالمهارات اللازمة في اعداد عرض تقديمي شرح عن الموازنة؟				

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
F 11	To what extent is the legislation and regulation clear on procurement clear on the following: الى أية درجة تكون التشريعات والضوابط واضحة في مجال التوريدات من حيث الاجراءات التالية:	i) Developing tender documents اعداد وثائق العطاءات؟				
		ii) Awarding tenders منح العطاءات				
		iii) Contract Performance اجراء التعاقدات				
F 12	Do you feel that your staff have sufficient skills to design and develop the following هل تعتقد بان كادرك لديه المهارات اللازمة لتصميم واعداد كل من:	i) Tender documents وثائق العطاءات				
		ii) Evaluation of Bids تقييم العروض				
		iii) Finalizing Contracts deeds استكمال سندات العقود				
F 13	To what extent are procurement records used to inform management decisions in future procurements? الى أية درجة تستخدم سجلات التوريدات السابقة للتأثير على القرارات الادارية للتوريدات المستقبلية؟					
F 14	During the last year was there a delay in budget release? خلال السنة السابقة ، هل حصل تأخير في اطلاق صرف الموازنة؟					
F 15	How much was the delay if any? ان وجد ، كم كانت مدة التأخير؟ (اذكر عدد الايام) .					
F 16	How long does it take to prepare a budget forecast? كم يستغرق من الوقت لاعداد تخمين الموازنة للعام المقبل؟ (اذكر عدد الايام).					
F 17	What percentage of procurement made is completed within a specified time? ما هي النسبة المئوية للمشتريات التي استكملت في فترة زمنية محددة؟					
F 18	In your view, is the capacity for auditing school expenditure sufficient? برأيك ، هل ترى القدرات الحالية لتدقيق نفقات المدارس كافية؟					

Section 7: Human Resource Management and Development

الجزء الثامن: ادارة وتنمية الموارد البشرية

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ايدا / خال تماما

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
G 01	How satisfied are you with the skills inventory and in your District? الى أية درجة انت راض عن مجموعة المهارات في القضاء؟				
G 02	Do you feel that the current set of skills of your staff can respond adequately to the required tasks? هل تعتقد بانك يمكن بمجموعة المهارات التي يتمتع بها فريق عملك التعامل بشكل كافي مع المهام المطلوبة؟				
G 03	To what extent has the performance appraisal system been used for staff development in your District? الى أية درجة استخدم نظام تقييم الاداء لغرض تطوير مهارات فريق عملك في القضاء؟				
G 04	To what extent are the Performance assessment findings used in planning the following? الى أية درجة تم استخدام نتائج تقييم الاداء في التخطيط للجوانب التالية؟	i) Purchase of new equipment شراء معدات جديدة			
		ii) Revision of Targets / Indicators. مراجعة الاهداف / المؤشرات			
		iii) Policies and Procedures. السياسات والاجراءات			
G 05	To what extent are policies and methods to attract and retain personnel clear and effective? الى أية درجة من الوضوح والفاعلية تتميز السياسات والوسائل اللازمة لجذب والاحتفاظ بالافراد؟				
G 06	To what extent are all professional jobs in the District education office filled through competitive selection? الى أية درجة يتم اشغال الوظائف المهنية في القضاء عن طريق الاختيار التنافسي؟				
G 07	To what extent are there job descriptions of all key positions clear and available at this level? الى أية درجة تكون التوصيفات الوظيفية للوظائف الرئيسية واضحة ومتاحة على مستوى القضاء؟				
G 08	How often do you carry out staff performance review? (Days) كم مرة يتم اجراء مراجعة لاداء فريق العاملين بالقضاء ؟ (بالايام)				
G 09	How long does it take to get an employee into the payroll system and paid? (Days) كم يستغرق من الوقت ليدخل الموظف الجديد في نظام الرواتب ويستلم راتبه؟ (بالايام)				
G 10	To what extent are performance assessment findings for carrier progression? الى أية درجة تستخدم نتائج تقييم الاداء في الترقيات؟				

Section 8: Quality Assurance and Standards

الجزء التاسع: ضمان الجودة والمعايير

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
H 01	In your view, how would you rate the services provided to schools by the District Education Office in the following areas? (Are they adequate / sufficient)? برأيك ، كيف تصنف الخدمات التي تقدم الى مدارس القضاء في المجالات التالية؟ (هل هي ملائمة / كافية)؟	i) Financial Management: الادارة المالية				
		ii) Teacher Management: ادارة المعلمين				
		iii) Teacher Development: تطوير قدرات المعلمين				
		iv) School Assessment and Evaluation: تقدير وتقييم احتياجات المدارس				
		v) Procurement: المشتريات				
		vi) School Administration: الادارة المدرسية				
		vii) School Evaluation: تقييم المدارس				
		viii) Administration of National exams: ادارة الامتحانات الوطنية				
		ix) Curriculum Implementation: تنفيذ المناهج				
		x) Pedagogical (Subject areas): طرق تدريس (مواضيع المواد)				
		xi) Continuous Assessment of student progress: تقييم مستمر لتقدم التلميذ				
H02	To what extent does your staff have sufficient skills in the following areas الى أية درجة يتميز فريق عملك بالمهارات اللازمة في المجالات التالية:	xiii) Public Private partnerships: شراكات عامة وخاصة				
		i) standards development for service delivery indicators: تطوير معايير مؤشرات تقديم الخدمة				
		ii) Analytical skills for integration of best practices: المهارات التحليلية لادماج افضل الممارسات				
		iii) Developing, piloting and administering various assessment instruments (test, school leave exams, etc) تطوير تجربة وادارة استمارات التقييم المختلفة (انواع الاختبارات المختلفة) ، امتحانات ترك المدرسة ، الخ				
	iv) Quantitative skills analysis of learning progress: التحليل الكمي لمهارات التقدم في التعليم:					

.No.	Questions / Indicators الإسئلة / المؤشر	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
H 03	To what extent are best practices shared with schools? الى أية درجة يتم مشاركة المدارس بافضل الممارسات؟				
H 04	To what extent are best practices applied at school level? الى أية درجة تطبيق افضل الممارسات على مستوى المدرسة ، القضاء؟				
H 05	To what extent do your staff have the sufficient skills to support the following areas:- الى أية درجة يتميز كادرك بالمهارات اللازمة لدعم المجالات التالية:	i) Procurement of goods and services: المشتريات من السلع والخدمات:			
		ii) Teacher management: ادارة المعلمين:			
		iii) Mobilization of resources: تعبئة للموارد:			
		iv) School Planning: التخطيط المدرسي:			
		v) Monitoring of Education standards مراقبة المعايير التعليمية:			
		vi) Compliance with official policies and guidelines الالتزام بالسياسات والتعليمات الرسمية			
		vii) Financial Management الإدارة المالية			
H 06	To what extent does your staff have sufficient skills to support teachers in the following areas? الى أية درجة يتميز كادرك بالمهارات اللازمة لدعم المعلمين في المجالات التالية:	i) Teamwork and collegial teaching روح الفريق والزمالة في التدريس			
		ii) Management of large classes ادارة الصفوف ذات الاعداد الكبيرة من التلاميذ			
		iii) Remedial teaching التربية الخاصة			
		iv) Setting discipline without the cane اعداد الانضباط بدون عصا			
		v) Assessment of Curriculum coverage تقييم تغطية المناهج			
H 07	To what extent do you feel that the basic training for Quality Assurance Officers is adequate? الى أية درجة تعتقد بان التدريبات الاساسية لموظفي المشرفين التربويين كافية؟				
H 08	Do you feel the Quality Assurance Officers understand tests for various competencies? هل تعتقد بان موظفي ضمان الجودة على دراية باختبارات الكفاءات المختلفة؟				
H 09	In your view, do Quality Assurance Officers understand all learning goals for various grades? برأيك، هل ان موظفي ضمان الجودة على دراية اهداف التعليم لجميع مراحل التعليم المختلفة؟				
H 10	In your view, do Quality Assurance Officers have sufficient skills to help teachers on the spot? برأيك ، هل لدى موظفي ضمان الجودة المهارات اللازمة لمساعدة المعلمين في مواقع عملهم؟				
H 11	In your view, do QAO have sufficient skills to help school principals improve school management practices? برأيك ، هل لدى موظفي ضمان الجودة المهارات اللازمة لمساعدة مدراء المدارس لتحسين ممارسات الادارة المدرسية؟				

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
H 12	In your view, are Quality Assurance Officers sufficiently trained to collect school level data? برأيك، هل تعتقد بان موظفي ضمان الجودة لديهم التدريب الكافي لجمع البيانات على مستوى المدارس؟				
H 13	To what extent are the existing guidelines for the following clear? الى اية درجة التعليمات الحالية في المجالات التالية واضحة بشكل كافي ؟	i) Quality Assurance and Standards: ضمان الجودة ومعاييرها:			
		ii) Guidance and Counseling: النصح والاستشارة:			
		iii) Pre-service Teacher training recruitment: تدريب ما قبل التعيين للمعلمين:			
		iv) Teacher assessment: تقييم المعلمين:			
		v) Learning assessment: تقييم التعلم:			
		ii) Exam / testing regulations: ضوابط الامتحان / الاختبار:			
H 14	Do you feel that the visits by QAO are frequent enough? هل تعتقد بان الزيارات الميدانية التي يقوم بها موظفو ضمان الجودة للمدارس تتكرر بشكل كافي؟				
H 15	Are best practices documented at the District level? هل يتم توثيق افضل الممارسات على مستوى القضاء؟				
H 16	Are the documented best practices disseminated in your District? هل يتم نشر افضل الممارسات الموثقة على مستوى القضاء ؟				
H 17	To what extent do schools receive timely and adequate support after being identified as low-performing Schools? الى اية درجة تتلقى المدارس الدعم الكافي في الوقت المحدد بعد ان تصنف ضمن المدارس ضعيفة الاداء؟				
H 18	What is the duration taken by the District Education Office to answer certain routine requests or queries from schools? ما هي الفترة الزمنية التي يأخذها القضاء للاجابة على طلبات روتينية معينة أو استفسارات تقدمها المدارس؟ (بالايام)				

Section 9: Planning

الجزء السادس: التخطيط

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدأ / خال تماما

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes; كثيرا / دائما / كل / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
I 01	To what extent does your staff have sufficient skills in the following الى أية درجة يمتلك فريق عملك المهارة اللازمة في المجالات التالية: المهارة اللازمة في المجالات التالية:	i) Defining project activities التعريف بنشاطات المشاريع				
		ii) Optimizing plans to meet budget deadlines وضع افضل الخطط التي تلي المواعيد النهائية في الموازنة				
		iii) Resource capturing / resource mobilization. استحصال الموارد / تعبئة الموارد				
		iv) Budget development / Management: تطوير / ادارة الموازنة				
I 02	To what extent does your staff have basic skills in understanding and using the educational indicators (Drop outs rates, Transition rates, gender, repetition rates, poverty etc) to assess education performance? الى أية درجة يمتلك فريق عملك بالمهارات الاساسية اللازمة لفهم واستخدام المؤشرات التربوية (معدلات التسرب من المدارس ، معدلات التحول ، النوع الاجتماعي (الجنس) ، معدلات الرسوب ، الفقر ، الخ...) لغرض تقييم الاداء في مجال التعليم؟					
I 03	To what extent does the staff have the necessary skills to develop District Action Plans based on District Situation Analysis: الى أية درجة يمتلك فريق عملك بالمهارات اللازمة لاعداد خطة عمل للقضاء على تحليل حالة القضاء.					
I 04	To what extent does your staff support schools to develop their Action Plans? الى أية درجة يدعم فريق عملك المدارس في اعداد خطط عملها؟					
I 05	To what extent is information collected through EMIS used to inform planning in your department? الى أية درجة تستخدم المعلومات التي تجمع وفق نظام ادارة المعلومات التربوية (EMIS) لغرض التخطيط في القضاء؟					
I 06	To what extent is planning process open to inputs from the following الى أية درجة تعتبر عملية التخطيط منفتحة على مدخلات المصادر التالية	i) Civil society organizations منظمات المجتمع المدني				
		ii) SMC association جمعيات الادارات المدرسية				
		iii) Parents الاباء				

Section 10: Observation of Assets at the District Education Office

الجزء العاشر: ملاحظة الأصول في مكتب مديرية تربية القضاء

[Please observe the furniture and other office equipment at district education office]

[نرجو ملاحظة الاثاث والمعدات المكتبية الاخرى في مكتب مديرية تربية القضاء]

	Office equipment معدات مكتبية	In use قيد الاستعمال				Not in use غير مستعمل			
		In Good Condition بحالة جيدة رقم [Number]	Need Minor Repairs تحتاج تصليحات طفيفة رقم [Number]	Need Major Repairs تحتاج تصليحات كبيرة رقم [Number]	Shortfall لا يصلح (متهدم) رقم [Number]	In Good Condition بحالة جيدة رقم [Number]	Need Minor Repairs يحتاج لتصليح طفيف رقم [Number]	Need major Repairs يحتاج لتصليح كبير رقم [Number]	Beyond repair لا يصلح رقم [Number]
J 01	Offices / rooms مكاتب / غرف								
J 02	Vehicles سيارات								
J 03	Motor Cycles دراجات								
J 04	Computers حاسبات								
J 05	Type writers الات كتبية								
J 06	Telephones هواتف								
J 07	Printers طابعات								
J 08	Scanners سكانر								
J 09	Photo copiers استنساخ (ماكينات تصوير)								
J 10	Tables مناضد								
J 11	Chairs كراسي								
J 12	Shelves رفوف								
J 13	Cupboard دواليب								
J 14	Electric fans مراوح كهربائية								
J 15	Floor carpets كاريكات								
J 16	Black boards سبورات سوداء								
J 17	White boards سبورات بيضاء								
J 18	LCD / Projectors (LCD) شاشات / بروجكتورات								
J 19	Other Specify اخرى حدد								

Section 11: Visioning الرؤية

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ايدا / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
K01	To what extent your staff have skills to conduct district self assessment? إلى إي مدى يمتلك الكادر لديك المهارات لإجراء تقييم ذاتي لتربية القضاء؟				
K02	To what extent your staff have skills to develop SIP based on self assessment results? إلى إي مدى يمتلك الكادر لديك المهارات لإجراء خطة لتطوير القضاء بالاعتماد على نتائج التقييم الذاتي				
K03	To what extent do your staff have skills to determine the CPD needs of each teacher vis-à-vis their standing on the career ladder? إلى إي مدى يمتلك الكادر لديك المهارات لتحديد برامج التطوير المهني المستمر المطلوبة للمدرسين في ضوء وضعهم الوظيفي؟				
K04	To what extent do your staff have skills to conduct an annual self-assessment of teachers as per the Teacher cadre? هل يمتلك الكادر لديك المهارات لإجراء تقييم ذاتي سنوي للمعلمين بحسب الوضع الوظيفي لهم؟				
K05	To what extent do your staff have skills to ensure that all of this CPD is taking place and that the teachers are becoming more knowledgeable and skilled, at the Idara level? أي مدى يمتلك الكادر لديك المهارات للتأكد من أن عملية التطوير المهني المستمر يتم إجراءها وأن المعلمون قد ازدادت معلوماتهم وخبراتهم على مستوى الإدارة.				
K06	To what extent do your staff have skills to maintain teacher cadre data-bases? إلى أي مدى يمتلك العاملون المهارات اللازمة لإدامة البيانات الخاصة بالوضع الوظيفي للمعلم؟				
K07	To what extent do your staff have skills to develop the assessment tool needed to determine the CPD needs of all school-level non-teachers? أي مدى يمتلك الكادر لديك المهارات اللازمة لتطوير أداة التقييم والتي تحدد احتياجات من برامج التطوير المهني المستمر لغير المعلمين على مستوى المدارس؟				
K18	To what extent do your staff have skills to assess the capacity of all school-level non-teachers? إلى أي مدى يمتلك العاملون لديك المهارات لتقييم قدرات غير المعلمين على مستوى المدارس.				
K9	To what extent do your staff have skills to determine the indicators of a successful education system that is decentralized/decentralizing? إلى أي مدى يمتلك العاملون لديك المهارات اللازمة لتحديد مؤشرات نجاح تطبيق النظام التعليمي بطريقة لامركزية؟				
K10	To what extent do your staff have skills to Hire the principal? إلى أي مدى يمتلك العاملون لديك المهارات اللازمة لتوظيف مدير مدرسة؟				
K11	To what extent do your staff have skills to Remove a teacher/non-teacher from a school? إلى أي مدى يمتلك العاملون لديك المهارة لإبعاد معلم أو غير معلم/اداري من المدرسة؟				
K12	To what extent do your staff have skills to Remove a principal from the school? إلى أي مدى يمتلك العاملون لديك المهارات اللازمة لإبعاد مدير مدرسة من منصبه؟				
K13	To what extent do your staff have skills to Remove Idara staff from the Idara? إلى أي مدى يمتلك العاملون لديك المهارات اللازمة لإبعاد كادر الإدارة من الإدارة نفسها؟				

Interviewers and Supervisors Comments

ملاحظات من يقوم بالمقابلة والمشرفين

The interviewer and the supervisor to make comments / observations regarding the interview

يدون من يجري المقابلة والمشرف ملاحظاتهم / ارائهما بشأن المقابلة

Interviewer's Comments / Observations (اراء / ملاحظات الشخص الذي يجري المقابلة)

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Supervisor's Observations (ملاحظات المشرف)

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E-4 Head Teacher Questionnaire

The Ministry of Education, Baghdad, Iraq.
Iraq Education Management Capacity Assessment
School / Institution Questionnaire – Head Teacher

المقدمة

- أنا اسمي اعمل مع (DCI-Iraq) المتعاقدة مع شركة المعهد الدولي للبحوث (RTI) لاجراء تقييم لقدرات الادارة التعليمية في العراق.
- يجرى هذا التقييم بناء على طلب الحكومة العراقية ويشمل كافة تشكيلات وزارة التربية.
- الغرض من هذا الاستبيان هو لاجراء تقييم مفصل لقدرات ادارة قطاع التعليم في العراق.
- برغم اننا سنطلب اسمك لاغراض ادارة الجودة في هذا النشاط ، الا ان الاسماء سنبقى بحالة مجهولة اذ سننشر نتائج هذا التقييم بصيغة جداول مشتركة. سوف تستخدم وزارة التربية معلومات هذا التقييم لغرض اعداد برنامج مناسب لبناء القدرات.
- لانه قد وقع عليك الاختيار في هذا الاستبيان ، اود ان اطرح عليك بعض الاسئلة التي تتعلق بدورك في ادارة الخدمات التعليمية. وكذلك ، اود ان اطرح بعض الاسئلة التي تتعلق بالمباني ومتطلبات عملك.

أثناء اجراء الاستبيان ، اود أن أقوم بملاحظة المعدات المكتنية لغرض التحقق من متطلبات العمل. قبل أن نكمل. هل أنت موافق على إجراء هذا المقابلة؟

لا	نعم
----	-----

Introduction

- My name is-----, I am working with (DCI Iraq) which is a sub-contractor to RTI to conduct an assessment to evaluate the Iraqi educational capacities.
- This Assessment is conducted in accordance to the Iraqi government request. It covers all the Ministry of education departments.
- The aim behind this assessment is to have detailed evaluation to the Iraqi Educational sector capacities.
- Although we will need your name for the quality of this program purposes, the names will be unknown. The results of this assessment will be published in tables format. Ministry of education will use the data of this assessment to develop a suitable and appropriate capacity building program.
- Since you have been selected to do this assessment, I would like to ask you some questions regarding your role in managing the educational services. Also I would like to ask you some questions about facilities and your work needs.
- During conducting this assessment I would like to see the desk equipments just to check about the work needs.
- Before we start, do I have your approval to participate in this interview?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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رقم

SECTION 1: IDENTIFICATION PARTICULARS

الجزء الاول: بيانات تعريفية

Identification of School

1.1. تعريف المدرسة

A 01	Name of the School اسم المدرسة	A 02	Full address of the school عنوان المدرسة بالكامل		
A 05	District (Name) القضاء (اسم)	الرمز Code _ _ _ _	A 06	Province (Name) المحافظة (اسم)	اسم Code _ _ _ _
A 07	Type of institution نوع مرحلة التعليم بالمدرسة	1 مدرسة ابتدائية Primary School 2 متوسطة Intermediate School 3 مدرسة ثانوية Secondary school 4 مدرسة مهنية Vocational school			
A 08	Institution by Attendance تلاميذ المدرسة	1 بنين فقط Boys 2 بنات فقط Girls 3 مختلط Mixed			
A 09	Status of the School حالة المدرسة	1 فترة واحد Day 2 اكثر من فترة من Boarding 3 فترة/فترات وداخلية Day and Boarding			
A 10	Name of Interviewer اسم الشخص الذي يجري المقابلة			
A 11	Code of the interviewer رمز الشخص الذي يجري المقابلة	_ _ _ _			
A 12	Name of Supervisor اسم المشرف			
A 13	Code of the Supervisor رمز المشرف	_ _ _ _			

رقم

1.2 Interview Status				
1.2 حالة المقابلة				
Visit	A 14	A 15	a16*	A 17
	Interviewer's Name اسم الشخص الذي يجري المقابلة Code الرمز _____	Date [dd:mm:yy] التاريخ: [سنة / شهر / يوم] _____	Result code رمز النتيجة _____	Revisit required مطلوب زيارة ثانية Yes نعم.....1 No لا2
A 18	[Specify reasons for an incomplete interview] بين اسباب عدم اكمال المقابلة			
Result codes for 16*, 16- رموز نتائج سؤال-16*				
01. Completed كاملة 02. Incomplete غير كاملة 03. Refused رفض 04. School locked المدرسة مغلقة 05. School moved المدرسة انتقلت 06. Principal absent مدير المدرسة غائب 07. Not located غير محدد موقعها 77. Others [Specify] اخرى (حدد)				
1.3 Respondent الشخص الذي تجرى معه المقابلة				
A 23	Name of Respondent اسم الشخص الذي تجرى معه المقابلة 			
A 24	Designation of the Respondent لقب الشخص الذي تجرى معه المقابلة	Principal مدير المدرسة.....1 Other Specify اخرى تذكر.....2		

رقم

Section 2: Organization Structure

الجزء الثاني: هيكلية المؤسسة

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4
1=No/Not at all/Total Lack; لا / ابدا / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
B 01	To what extent do you think your role and responsibility in school management is clear as defined in the TSC act and TSC code of conduct for teachers? هل مسؤوليتك تتناسب مع قرارات الوزارة حول هذا الموضوع؟				
B 02	Do you have the required Curriculum Based Establishment? اذا كان المنهج يتطلب اكثر من معلم واحد , هل لديك العدد الكافي لذلك؟				
B 03	To what extent are the following stakeholders involved in developing school aims, policy and a common set of educational values? الى اية درجة يشترك اصحاب العلاقة هؤلاء في اعداد اهداف المدرسة ، والسياسات ومجموعة القيم التعليمية الشائعة؟	i) Parents الآباء			
		ii) SMC / BOG مجلس الآباء / لجنة ادارة المدرسة			
		iii) Teachers المعلمين			
		iv) Students التلاميذ			
B 04	Does the school have a school Vision, Mission and Aims set down clearly in writing? هل لدى المدرسة رؤية ورسالة واهداف موضوعة بصيغة تحريرية وبشكل واضح؟				
B 05	To what extent are the school rules and regulations of conduct known by the following? الى اية درجة يعرف هؤلاء قواعد وضوابط السلوك الخاصة بالمدارس؟	i) Teachers المعلمين			
		ii) Parents الآباء			
		iii) Students التلاميذ			
B 06	To what extent do you provide instructional leadership and support to teachers in the following areas? الى اية درجة تقدم انت كمدير للمدرسة تعليمات قيادية داعمة للمعلمين في المجالات التالية؟	i) Pedagogical leadership القيادة التربوية			
		ii) Curricula coverage تغطية المناهج			
		iii) Large class management ادارة الصفوف كبيرة الاعداد من التلاميذ			
		iv) Learning Needs Assessment تقييم احتياجات التعلم			
B 07	To what extent do you feel you have skills to support teachers in Team work? الى اية درجة ترى ان لديك مهارات دعم المعلمين للعمل بروح فريق العمل الواحد ؟				
B 08	To what extent do you think the S رقم ent Committees are functional?				

Section 3: General Skills

الجزء الثالث: المهارات العامة

For every question / indicator please assign a rank/score/rate from 1 to 4 .where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
C 01	To what extent do think the staff have sufficient skills in the development of the following:- الى اية درجة ترى ان لدى فريق العاملين بالمدرسة المهارات اللازمة في اعداد كل من:	i) School Mission / Vision رسالة ورؤية المدرسة				
		ii) School policies سياسات المدرسة				
		iii) Aims الاهداف				
C 02	To what extent do you feel school plans are responsive to its goals to the following Key Aspects of teaching and learning? الى اية درجة ترى ان خطط المدرسة مستجيبة لاهدافها الرئيسية في التعليم والتعلم من حيث؟	i) Instructional Materials المواد التعليمية				
		ii) In-service Courses دورات تدريبية اثناء الخدمة				
		iii) Peer Teaching يقوم المعلمون بتعليم بعضهم البعض				
		iv) Pupil's written work عمل التلاميذ التحريري				
		v) Assessment and Evaluation التقييم والامتحانات				
		vi) Lesson Observation ملاحظة الدرس				
C 03	From your experience in the development of School Action Plans, in which specific areas would you require further training. بحسب خبرتك في اعداد خطط عمل المدرسة ، في اي المناطق الاتية ستطلب المزيد من التدريب؟	i) Carrying out needs assessment تنفيذ تقييم الاحتياجات				
		ii) Development of Logical Framework طرق اعداد الخطط				
		iii) Costing of activities اعداد تكلفة النشاطات				
		iv) Preparation of Activity schedules (Time Frame) اعداد جداول زمنية لكل صف				
C 04	To what extent does the SMC have sufficient skills in the following areas? الى اية درجة تتميز لجنة ادارة المدرسة بالمهارات اللازمة في المجالات التالية؟	i) Planning التخطيط				
		ii) Budgeting اعداد الموازنة				
		iii) Resource mobilization تعبئة الموارد				
		iv) Parent / Teacher relationships العلاقات بين المعلمين / الآباء				

رقم

Section 4: Curriculum Implementation and Support System

الجزء الرابع: تنفيذ المناهج والنظام الداعم

For every question / indicator please assign a rank/score/rate from 1 to 4 .where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما;
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثير / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
D 01	How often do the following officers conduct supervision / inspection in schools? اذكر عدد المرات التي يقوم هؤلاء بالاشراف / التفتيش على المدارس؟ [please state the number of times in a year in column 4] [نرجو ان تبين عدد المرات بالسنة في العمود رقم 4]	i) Head Teacher مدير المدرسة				
		iv) District QASO مسئولي ضمان الجودة والمعايير على مستوى الاقضية				
		v) Provincial QASO مسئولي ضمان الجودة والمعايير على مستوى المحافظة				
		vi) National QASO مسئولي ضمان الجودة والمعايير على مستوى الوزارة				
D 02	In your view, how would you rate the supervision and support skills of the quality assurance officers? برأيك ، ما الدرجة التي تعطيتها على مهارات الاشراف والدعم التي يتميز بها موظفي ضمان الجودة؟					
D 03	To what extent are the Inspection Assessment results used for improvement of teaching and learning? الى اية درجة تستخدم نتائج التقييم والتفتيش في تحسين التدريس والتعلم؟					
D 04	To what extent do you feel you have necessary skills of quality assurance in supporting your staff? الى اية درجة ترى ان لديك المهارات اللازمة لضمان الجودة في دعم فريق العمل بالمدرسة ؟					
D 05	To what extent is the supervision and support provided by the quality assurance officers sufficient in the following? الى اية درجة ترى ان عمليات الاشراف والدعم التي يقدمها موظفي ضمان الجودة كافية في المجالات التالية؟	i) Curriculum delivery تقديم المناهج				
		ii)) In-service Training التدريب اثناء الخدمة				
		iii) Performance Appraisal تقييم الاداء				
		iv) facilities management ادارة المباني				
		v) Coordination التنسيق				
		vi) Community development / involvement تنمية / اشراك المجتمع				

رقم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
D 06	To what extent does the school receive In-service training from the District Education Office in the following areas? الى اية درجة تتلقى المدرسة تدريب اثناء الخدمة من تربية القضاء في المجالات التالية؟	i) Financial Management الادارة المالية				
		ii) Teacher Management ادارة المعلمين				
		iii) School development and planning التطوير والتخطيط في المدارس				
		iv) Procurement المشتريات				
		v) School Administration الادارة المدرسية				
		vi) Administration of National Examination ادارة الامتحانات				
		vii) Curriculum coverage تغطية المناهج				
		viii) Pedagogical areas مواضيع تربوية (طرائق التدريس)				
		ix) Continuous Assessment of students التقييم مستمر للتلاميذ				
D 07	To what extent does the staff have sufficient skills to prepare timetables in line with the curriculum? الى اية درجة يتميز الكادر بالمهارات اللازمة لاعداد الجداول الزمنية التي تتوافق مع المناهج؟					
D 08	To what extent are the timetables effectively used to manage teaching loads? الى اية درجة تستخدم الجداول الزمنية بشكل فاعل في ادارة زخم التدريس؟					
D 09	To what extent are syllabi linked to sequenced lesson plans and learner assessments? الى اية درجة ترتبط المناهج بخطط الدروس المتتالية وبتقييمات التلاميذ؟					
D 10	To what extent is In-service training based on teachers and students needs assessment? الى اية درجة يستند التدريب اثناء الخدمة على تقييم احتياجات المعلمين والتلاميذ؟					
D 11	To what extent do you feel teachers have necessary skills in teamwork in and between schools? الى اية درجة ترى ان المعلمين يتميزون بالمهارات اللازمة للعمل كفريق في المدرسة ومع المدارس الاخرى؟					
D 12	To what extent is school management bodies (SMCs / BOGs) equipped to handle teacher management in the following areas? الى اية درجة ترى ان لجنة ادارة المدرسة مجهزة للقيام بادارة المعلمين في المجالات التالية؟	i) Teacher Absence غياب المعلمين				
		ii) Teacher recruitment تعيين المعلمين				
		iii) Teacher Support دعم المعلمين				
		iv) Curriculum coverage تغطية المناهج				

رقم

Section 5: Education Management Information System

الجزء الخامس: نظام معلومات الادارة التعليمية

For every question / indicator please assign a rank/score/rate from 1 to 4 .where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدأ / خال تماما

2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما

3= Most of the time/Mostly; معظم الوقت / غالبا

4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
E 01	To what extent are the following documents used in the school administration? الى اية درجة تستخدم الوثائق التالية في الادارة المدرسية؟	i) School admission register سجل المقبولين في المدرسة				
		ii) Class attendance register سجل حضور الصف				
		iii) Fees Register سجل الرسوم				
		iii) Non-teacher salaries مرتبات العاملين				
		iv) Text books issue list قائمة بالكتب المدرسية				
E 02	To what extent do you encounter problems in filling the data forms required by the following structures? الى اية درجة واجهت مشاكل في اكمال البيانات المطلوبة لكل من ؟	i) MoE Headquarters وزارة التربية				
		ii) Teachers Service Commission نقابة المعلمين				
		iii) Iraq National Examination Council مجلس الامتحانات الوطنية العراقية				
E 03	To what extent do you cope with the ad-hoc data requests? الى اية درجة تتعامل مع طلبات البيانات الطارئة للمطلوبة؟					
E 04	What constraints do you encounter in submitting data on time? ما هي العقبات التي تعيق تقديم البيانات في الوقت المحدد؟					
E 05	Are the skills of your staff sufficient in the following: هل تعتقد بان مهارات فريق عمل المدرسة كافية في المجالات التالية:	i) Data Compilation جمع البيانات				
		ii) Data Presentation and Reporting تقديم شرح عن البيانات واعداد تقارير عنها				
		iii) Data Interpretation تفسير البيانات				
E 06	To what extent do you carry out analysis on the following? الى اية درجة يتم عمل تحليل لكل من:	i) Analysis of Exams تحليل نتائج الامتحانات				
		ii) School Attendance حضور المدرسة				
		iii) Budget / Expenditure الموازنة / المصروفات				

رقم

For every question / indicator please assign a rank/score/rate from 1 to 4 .where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4
1=No/Not at all/Total Lack; لا / ابدا / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
E 07	To what extent do you utilize the collected data in the following areas? الى اية درجة تستفيد من البيانات التي تجمع في المجالات التالية؟	i) Inform Decision Making اعلام صانعي القرار				
		ii) Planning التخطيط				
		iii) Budgeting الموازنة				
		iv) Inform stakeholders on school performance اعلام كافة الاطراف المعنية عن اداء المدرسة				

Section 6: Finance / Budgeting and Procurement الجزء السادس: المالية / اعداد الموازنة والمشتريات

F 01	In your opinion, how would you rate your financial management skills in the following areas? برأيك ، كيف تصنف مهارات الادارة المالية بالمدرسة في المجالات التالية؟	i) Budgeting الموازنة				
		ii) Accounting الحسابات				
		iii) Financial Reporting اعداد التقارير المالية				
		iv) Resource mobilization تعبئة الموارد				
F 02	To what extent do you have sufficient skills for cash management in your school? الى اية درجة تعتقد ان لديك المهارات اللازمة لادارة السيولة المالية في مدرستك؟					
F 03	To what extent do the following groups have sufficient skills in the school budgeting? الى اية درجة تتميز المجموعات التالية بالمهارات اللازمة في اعداد موازنة المدرسة؟	i) Parents الآباء				
		ii) PTA مجلس الآباء والمعلمين				
		iii) SMC / BOG لجنة ادارة المدرسة				
F 04	During the last financial year, how would you rate the delay in the receipt of grants to the school? خلال السنة المالية الماضية ، كيف تصنف التأخير في استلام المنح المقدمة للمدرسة؟					
F 05	To what extent are the following groups involved in procurement process at the school? الى اية درجة تشترك المجموعات التالية في عمل المشتريات في المدرسة؟	i) Teachers المعلمين				
		ii) SMC / BOG لجنة ادارة المدرسة				

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4
1=No/Not at all/Total Lack; لا / ابدا / خال تماما
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
F 06	Do you feel that the funds available are sufficient? هل ترى بان التمويل المتاح للمدرسة كاف؟				
F 07	to what extent does the community provide resources to the school in the following? الى اية درجة يقدم المجتمع الموارد للمدرسة في	i) Free labour العمالة المجانية			
		ii) Finance المالية			
		iii) In-kind contribution اسهامات عينية			
F 08	In your view, do you feel that the following groups have the necessary skills in understanding and using the procurement procedures? برأيك ، هل ترى بان لدى المجموعات التالية المهارات اللازمة لفهم واستخدام اجراءات المشتريات؟	i) Teachers المعلمين			
		ii) SMC / BOG لجنة ادارة المدرسة			
F 09	To what extent do the BOG / SMC have skills for Project design, Implementation and Monitoring? الى اية درجة تتميز لجنة ادارة المدرسة بالمهارات اللازمة لتصميم المشروع وتنفيذه ومراقبته؟				

Section 7: Asset Management الجزء السابع: ادارة الاصول

G 01	To what extent does your staff have necessary skills in Asset Inventory, Asset audit and disposal? الى اية درجة يتميز فريق عمل المدرسة بالمهارات اللازمة في جرد الاصول وتنقيتها وتحديد الهالك منها؟				
G 02	In your view, how would you rate the adequacy of the assets in the school with regard to the following? برأيك ، كيف تصنف مدى ملائمة الاصول التي لدى المدرسة مع كل من:	i) Teachers needs احتياجات المعلمين			
		ii) Students needs احتياجات التلاميذ			
		iii) other staff needs احتياجات باقي العاملين من غير المدرسين			
G 03	To what extent does your staff have sufficient skills in the following? الى اية درجة يتميز فريق العاملين بالمدرسة بالمهارات اللازمة في؟	i) Textbooks requisition and issue طلب اصدار الكتب المدرسية			
		ii) Distribution of learning support materials توزيع المواد الداعمة للتعلم			
		iii) Repairs, Maintenance and Improvement school assets and learning materials تصليح ، صيانة ، وتحسينات اصول المدرسة والمواد الداعمة للتعلم			
		iv) Storage			

رقم

Section 8: Observation of Assets at the Institution

الجزء الثامن: ملاحظة الاصول في المؤسسة

[Please observe the buildings and other office equipment at institutions]
[نرجو ملاحظة المباني والمعدات المكتبية الاخرى في المؤسسة]

	فيد الاستعمال In use					غير مستعمل Not in use			
	Assets الاصول	In Good Condition [No.] بحالة جيدة	Need Minor Repairs [No.] تحتاج تصليحات طفيفة	Need Major Repairs [No.] تحتاج تصليحات كبيرة	Short Fall [No.] لا يصلح (متهدم)	In Good Condition [No.] بحالة جيدة	Need Minor Repairs [No.] تحتاج لتصليح طفيف	Need Major repairs [No.] تحتاج لتصليح كبير	Beyond Repair [No.] لا تصلح
H 01	Class rooms الفصول الدراسية للتلاميذ								
H 02	Latrines المرافق الصحية								
H 03	Staff rooms غرف العاملين								
H 03	Library المكتبة								
H 04	Compute r rooms غرف الحاسوب								
H 05	Work shops ورش العمل								
H 06	Home Science rooms غرف العلوم المنزلية								
H 07	Head office مكتب المدير								
H 08	Student desks رحلات التلاميذ								

H 09	Chairs كراسي								
H 10	Office tables مناضد مكتبية								
H 11	اخر ى تنكر								
H 12	اخر ى تنكر								
H 13	اخر ى تنكر								

رقم

Section 11: Visioning الرؤية

For every question / indicator please assign a rank/score/rate from 1 to 4 where
لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى 4

1=No/Not at all/Total Lack; لا / ابدا / خال تماما;
2=some/Sometimes/ somewhat; بعض / احيانا / نوعا ما
3= Most of the time/Mostly; معظم الوقت / غالبا
4=Plenty/always/all/Yes كثيرا / دائما / كل / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
K01	To what extent your staff have skills to conduct school self assessment? الى اي مدى يمتلك الكادر لديك المهارات لإجراء تقييم ذاتي للمدرسة؟				
K02	To what extent does your staff have skills to develop SIP based on self assessment results? الى اي مدى يمتلك الكادر لديك المهارات لإجراء خطة لتطوير المدرسة بالاعتماد على نتائج التقييم الذاتي				
K03	To what extent does your staff have skills to encourage parents to become engaged in a variety of ways on school concerned issues? الى اي مدى يمتلك الكادر لديك المهارات لتشجيع الآباء بأن يشاركوا في القضايا التي تهم المدرسة بطرق مختلفة؟				

Interviewers and Supervisors Comments

ملاحظات الشخص الذي يجري المقابلة والمشرفين

The interviewer and the supervisor to make comments / observations regarding the interview

يدون الشخص الذي يجري المقابلة والمشرف ملاحظاتهم / آرائهما بشأن المقابلة

Interviewer's Comments / Observations المقابلة الذي يجري المقابلة

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Supervisor's Comments / Observations المشرف ملاحظاتهم / آراء المشرف

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رقم

E-5 Teacher Questionnaire

The Ministry of Education, Baghdad, Iraq.
Iraq Education Management Capacity Assessment
School / Institution Questionnaire - Teacher

المقدمة

- أنا اسمي اعمل مع (DCI-Iraq) المتعاقدة مع شركة المعهد الدولي للبحوث (RTI) لاجراء تقييم لقدرات الادارة التعليمية في العراق.
- يجرى هذا التقييم بناء على طلب الحكومة العراقية ويشمل كافة تشكيلات وزارة التربية.
- الغرض من هذا الاستبيان هو لاجراء تقييم مفصل لقدرات ادارة قطاع التعليم في العراق.
- برغم اننا سنطلب اسمك لاجراض ادارة الجودة في هذا النشاط ، الا ان الاسماء ستبقى بحالة مجهولة اذ ستنتشر نتائج هذا التقييم بصيغة جداول مشتركة. سوف تستخدم وزارة التربية معلومات هذا التقييم لغرض اعداد برنامج مناسب لبناء القدرات.
- لانه قد وقع عليك الاختيار في هذا الاستبيان ، أود ان اطرح عليك بعض الاسئلة التي تتعلق بدورك في ادارة الخدمات التعليمية. وكذلك ، اود ان اطرح بعض الاسئلة التي تتعلق بالمباني ومتطلبات عملك.

أثناء اجراء الاستبيان ، أود أن أقوم بملاحظة المعدات المكتبية لغرض التحقق من متطلبات العمل. قبل أن تكمل، هل أنت موافق على إجراء هذا المقابلة؟

لا	نعم
----	-----

Introduction

- My name is-----, I am working with (DCI Iraq) which is a sub-contractor to RTI to conduct an assessment to evaluate the Iraqi educational capacities.
- This Assessment is conducted in accordance to the Iraqi government request. It covers all the Ministry of education departments.
- The aim behind this assessment is to have detailed evaluation to the Iraqi Educational sector capacities.
- Although we will need your name for the quality of this program purposes, the names will be unknown. The results of this assessment will be published in tables format. Ministry of education will use the data of this assessment to develop a suitable and appropriate capacity building program.
- Since you have been selected to do this assessment, I would like to ask you some questions regarding your role in managing the educational services. Also I would like to ask you some questions about facilities and your work needs.
- During conducting this assessment I would like to see the desk equipments just to check about the work needs.
- Before we start, do I have your approval to participate in this interview?

Yes

No

رمز

SECTION 1: IDENTIFICATION PARTICULARS

الجزء الاول: بيانات تعريفية

Identification of School

1.2. تعريف المدرسة

A 01	Name of the School اسم المدرسة	A 02	Full address of the school العنوان الكامل		
A 05	District (Name) القضاء (اسم)	Code الرمز _ _ _ _	A 06	Province (Name) المحافظة (اسم)	Code اسم _ _ _ _
A 07	Type of institution نوع مرحلة التعليم بالمدرسة	Primary School مدرسة ابتدائية.....1 Intermediate School متوسطة2 Secondary school مدرسة ثانوية3 Vocational school... مدرسة مهنية.....4			
A 08	Institution by Attendance تلاميذ المدرسة	Boys بنين فقط.....1 Girls بنات فقط.....2 Mixed مختلط.....3			
A 09	Status of the School حالة المدرسة	Day نهاري.....1 Boarding داخلية.....2 Day and Boarding نهاري وداخلية.....3			
A 10	Name of Interviewer اسم الشخص الذي يجري المقابلة			
A 11	Code of the interviewer رمز الشخص الذي يجري المقابلة	_ _ _ _			
A 12	Name of Supervisor اسم المشرف			
A 13	Code of the Supervisor	_ _ _ _			
رمز					

1.2 Interview Status المقابلة تفاصيل				
Visit الزيارة	A 14	A 15	a16*	A 17
	Interviewer's Name اسم الشخص الذي يجري المقابلة Code الرمز _____	Date [dd:mm:yy] التاريخ: [سنة / شهر / يوم] _____	Result code رمز النتيجة __	Revisit required مطلوب زيارة ثانية Yes نعم.....1 No لا2
A 18	[Specify reasons for an incomplete interview] بين اسباب عدم اكمال المقابلة			
Result codes for 16*, 16- رموز نتائج سؤال				
01. Completed كاملة 02. Incomplete غير كاملة 03. Refused رفض 04. School locked المدرسة مغلقة 05. School moved المدرسة انتقلت 06. Teacher absent مدير المدرسة غائب 07. Not located غير محدد موقعها 77. Others [Specify] اخرى (حدد)				
1.4 Respondent الشخص الذي تجرى معه المقابلة				
A 23	Name of Respondent اسم الشخص الذي تجرى معه المقابلة		
A 24	Designation of the Respondent لقب الشخص الذي تجرى معه المقابلة	Senior Teacher المدرس الاقدم.....1 Teacher مدرس2 Other Specify.....3		

رمز

Section 2: Organization and Support

الجزء الثاني: التنظيم والدعم

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى

1=No/Not at all/Total Lack; لا / ابدا / خال تماما

2=some/Sometimes/ somewhat; بعض / بعض الاحيان / نوعا ما

3= Most of the time/Mostly; اغلب الاوقات / عادة

4=Plenty/always/all/Yes كثيرا / دائما / نعم

V.No.	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
B 01	To what extent are teacher's duties clearly stated in writing in the school? إلى أي مدى واجبات المعلم مكتوبة بشكل واضح في المدرسة؟				
B 02	To what extent are teaching targets and school aims clear? ما مدى وضوح الأهداف التعليمية للمدرسة؟				
B 03	To what extent are you involved in the development of School Plan? ما مدى مشاركتك في إعداد خطة المدرسة؟				
B 04	To what extent are you aware of your responsibilities as defined in the Teachers Service Act (TSC) and TSC code of Conduct for Teachers? ما مدى تفهمك أو إدراكك لمسؤولياتك كما حددها قانون خدمة المعلمين وقواعد السلوك المهني للمعلمين؟				
B 05	How would you rate the Instructional leadership and Support from the Head Teacher? كيف تقيس القيادة الإرشادية والمساندة التي يبديها مديرك؟				
B 06	To what extent do teachers work in co-operation, as a team, and help each other? ما مدى عمل المعلمين كفريق واحد وتعاونهم مع بعضهم البعض؟				
B 07	What is the last time you attended an In-Service training course? متى حضرت آخر تدريب أثناء العمل؟		سنة	شهر	
B 08	Do you feel that In-Service training courses are organized frequently enough? هل تعتقد بان التدريبات أثناء العمل التي تنظم من وقت لآخر كافية؟				
B 09	Do you feel that In-Service training responds to your teaching needs? هل تعتقد أن التدريب أثناء العمل يلبي احتياجاتك التعليمية؟				
B 10	To what extent are you given any training in using learning assessment indicators? إلى أي مدى تم تدريبك باستخدام مؤشرات تقييم التعلم؟				
B 11	Have you ever been In-Serviced or given feedback based on a pedagogical problem that inspectors reported? هل سبق وان قدمت لك ملاحظات فنية من قبل تقارير المفتشين؟				

رمز

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى

1=No/Not at all/Total Lack; لا / ابدا / خال تماما

2=some/Sometimes/ somewhat; بعض / بعض الاحيان / نوعا ما

3= Most of the time/Mostly; اغلب الاوقات / عادة

4=Plenty/always/all/Yes كثيرا / دائما / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
B 12	To what extent are you involved in decision making in the following Teaching / Learning materials in the following areas? ما مدى مشاركتك في صناعة القرار بخصوص المواد التعليمية / التدريسية للمجالات التالية ؟	i) Procurementالمشتريات				
		ii) Distributionالتوزيع				
		iii) Production / Innovation الإنتاج / الإبداع				
		iv) Storageالتخزين				
		v) Repairs and Maintenance التصليحات والصيانة				
B 13	To what extent do you feel that the following incentives / conditions are conducive to you working better and accomplishing your goals? الى أي مدى تعتقد بأن الحوافز والظروف التالية تؤدي الى تطوير العمل وتحقيق الأهداف	i) School Management ادارة المدرسة				
		ii) Teacher compensation أجور المعلم				
		iii) Parental and Community involvement مشاركة الاباء والمجتمع				
		iv) Support, guidance and counseling from inspectors دعم ، وتوجيه واستشارات من قبل المفتشين				
		v) Workload (teaching norm) (زخم العمل) معدلات التدريس				
		vi) Teacher In-Service training تدريب المعلم خلال فترة تأدية وظيفته أثناء العمل				
		vii) Guidance and Counseling from Head teacher توجيه واستشارة من قبل رئيسك				
		viii) School infrastructure البنية التحتية للمدرسة				

رمز

Section 3: Curriculum / Learning Process

الجزء الثالث: المناهج / العملية التعليمية

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى

1=No/Not at all/Total Lack; لا / ابدأ / خال تماما

2=some/Sometimes/ somewhat; بعض / بعض الاحيان / نوعا ما

3= Most of the time/Mostly; اغلب الاوقات / عادة

4=Plenty/always/all/Yes كثيرا / دائما / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات			
		1	2	3	4
C 01	To what extent do you have sufficient skills to use Teaching / Lesson guides, combine lecturing, group work and individual work? الى أي مدى تمتلك مهارات كافية في استخدام الادلة الارشادية للدروس / دمج المحاضرات الصفية/ العمل الجماعي والعمل الفردي؟				
C 02	To what extent do you have the necessary skills to motivate pupils/ students to take initiative? ما مدى امتلاكك المهارات الضرورية لتحفيز التلاميذ / الطلاب لاختذ مبادرات في ؟	i) Asking questions توجيه الأسئلة			
		ii) working on projects العمل في مشاريع			
		iii) seeking Information البحث عن المعلومات			
		iv) Explore their surroundings اكتشاف ما حولة			
		v) Use reasoning to learn استخدام التفكير المنطقي للتعلم			
C 03	To what extent do you have skills in designing questionnaires for the following? ما مدى الخبرة التي تمتلكها في مجال إعداد الاستبيانات في مجال ؟	i) Monitoring learning progress الرقابة على العملية التعليمية			
		ii) Setting homework إعداد الواجبات المنزلية			
		iii) Setting Mock Exams اعداد امتحانات صورية			
		iv) Supporting Remedial classes دعم صفوف علاجية			
C 04	To what extent do you have the skills to integrate inspection report and best practices to teaching? ما مدى مهاراتك في دمج تقارير التفتيش وأفضل الممارسات في عملية التعلم؟				
C 05	Do you feel that the support provided by the inspectors is helping you to improve your teaching? هل تعتقد أن المساندة التي يبديها المفتشون تساعدك على تطوير مستوى التدريس لديك؟				
C 06	To what extent do you observe Key resource teachers use successful techniques, activities and displays effectively in a real classroom setting? الى أي مدى تقوم بملاحظة اداء المعلمون المخضرمون في استخدامهم للتقنيات والنشاطات الناجحة داخل الفصول؟				

رمز

For every question / indicator please assign a rank/score/rate from 1 to 4 where

لكل سؤال / مؤشر نرجو تحديد المستوى / الدرجة / المعدل من 1 الى

1=No/Not at all/Total Lack; لا / ابدأ / خال تماما

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3= Most of the time/Mostly; اغلب الاوقات / عادة

4=Plenty/always/all/Yes كثيرا / دائما / نعم

V.No	Questions / Indicators الاسئلة / المؤشرات	Scores/ Rates الدرجات / المعدلات				
		1	2	3	4	
C 07	Do you feel that the curriculum is too comprehensive (Too big to cover easily)? هل تعتقد أن المنهج الدراسي واسع جد بحيث لا يمكن تغطيته بسهولة؟					
C 08	Do you feel that the curriculum responds to the needs of children (will it prepare them for secondary school well, for instance) هل تعتقد أن المنهج يلبي حاجات التلاميذ (هل يقوم بأعدادهم الى المرحلة المتوسطة مثلا)؟					
C 09	To what extent do you feel you can handle children with special needs especially those infected and affected with HIV/ AIDS? إلى أي مدى تستطيع التعامل مع الأطفال من ذوي الاحتياجات الخاصة ؟					
C 10	To what extent do you provide instructional leadership and support to teachers in the following areas? ما مدى امتلاكك لمهارات القيادة التوجيهية الداعمة للمعلمين في المجالات التالية؟	i) Pedagogical leadership القيادة التربوية				
		ii) Curricula Coverage تغطية المنهج				
		iii) Large Class Management ادارة الصفوف كبيرة الاعداد من التلاميذ				
		iv) Learning Needs Assessment تقييم احتياجات التعلم				

رمز

Interviewers and Supervisors Comments

ملاحظات من يقوم بالمقابلة والمشرفين

The interviewer and the supervisor to make comments / observations regarding the interview

يدون من يجري المقابلة والمشرف ملاحظاتهم / ارائهما بشأن المقابلة

Interviewer's Comments / Observations (اراء / ملاحظات من يجري المقابلة)

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Supervisor's Observations (ملاحظات المشرف)

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