



**USAID** | العراق  
من الشعب الأمريكي

Governance Strengthening Project  
(GSP)

## **Babil Education**

Hillah City

# **Service Delivery Improvement Plan (SDIP)**

*Prepared by*

**Babil Education Directorate**

*In cooperation with*

**GSP/Taqadum**

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**Babil - Iraq**

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## Service Improvement Plan for Education Sector/ Primary schools for Hillah District Schools

### 1. Introduction

The development of countries and communities is measured by the development of services delivered to the citizens in various sectors, since the upbringing of generations and the development of their cultural level basically depends on the educational sector and the extent of its readiness to provide best educational and teaching services, most important of which is improvement of the educational environment. To improve its performance in terms of service delivery, the Educational Sector is developing a comprehensive educational plan to improve the educational service, which mainly targets students and then the educational staff.

The Education Service Delivery Improvement plan (SDIP) for primary education, is considered as an objective to meet the targets of Babil Education Directorate, and can also be used as a comprehensive strategy for provision of educational services to students and students at all levels of study to both genders, within the limits of the geographical area falling under the jurisdiction of Babil Directorate of Education.

The SDIP is developed in cooperation with local partners in the province, according to the latest educational methods to provide the requirements for its success and to enable the Directorate to achieve its short- and long-term goals and also to enable the Directorate to develop a clear and specific vision to manage the Directorate.

The plan aims to improve the service to assess the Directorate's performance in terms of developing the teaching and administrative staff and providing best school requisites and buildings that would help provide the best services to the targeted categories.

The plan has depended on two stages:

- **First stage:** Determining the infrastructure status and distribution of staff that would contribute to delivering educational services through primary schools spreading in the district of Hillahh.
- **Second stage:** Coming out with the SDIP to address issues related to the service delivery performance and provision of immediate and long term solutions to address needs in order to enhance the efficiency and effectiveness of Babil Education Directorate performance. Established in 1918, the Babil Directorate General of Education is considered as one of the most important and largest service institutions.

It is concerned with the educational and teaching aspects for all ages and for both genders, according to the educational levels (kindergartens, primary, secondary, and vocational education and teacher institutes) in addition to accelerated education and illiteracy combating centers. There are 15 kindergartens, 296 primary schools, 130 secondary schools, 8 vocational schools and 2 Teachers' Preparation institutes.

**Statistical data according to initial statistics for Hillah District for academic year 2014-2015**

Level	Number of schools				Number of students			Teaching staff			buildings	classrooms
	boys	girls	mixed	Total	boys	girls	Total	males	females	Total		
kindergartens	—	—	15	15	1664	1551	3215	—	136	136	14	56
primary	110	101	85	296	77857	69746	147603	1669	5916	7585	186	3820
secondary	53	55	22	130	41217	32739	73956	2012	2983	4995	71	1805
vocational	6	2	—	8	1785	386	2171	275	329	604	6	108
institutes	1	1	—	2	92	77	169	31	32	63	2	10
<b>Total</b>	170	159	122	451	122615	104499	227114	3987	9396	13383	279	5799

The above table shows the size of service provided by the Directorate-General for Education on one hand and its increasing educational and teaching responsibilities towards our students on other hand. The population growth in Babil is on the rise and there is increased awareness about importance of learning. Additionally, the province’s relative security stability compared to the rest of the provinces has increased the flow of people from other provinces into it, including students and teaching staff. Given shortage of school buildings and, thus, student – classroom and student – school ratios will increase, this will have a negative impact on the quality of education and thus lowering pass rates and increasing failure rates and dropouts; this would disrupt the work of the Directorate.

So, the Directorate-General for Education has developed plans that are accomplished through the investment plan and Accelerated Reconstruction Development Plan (ARDP) which is executed through the reconstruction plans as well as contribution of donors; this in turn will reduce the overcrowding of students in classrooms and achieve positive effect on school environment and education level.

2. **Executive Summary:**

The analysis mechanisms used in reviewing the performance indicators for the Education Sector for Hillah district, in comparison with the national standards, have come out with a set of key elements and provided immediate and long term solutions that would improve services provided to students through studying and analyzing the educational standards in terms of covering the primary schools in Hillah and their staff and the extent of their available supplies and requirements

**Management of educational services:** The management of the educational services is one of the most important and effective elements of community's development, which positively reflects on the growth of the community intellectually, educationally and economically, while the lack or insufficiency of the service would negatively impact the community's public culture. The service management is based on vital elements, which must be efficiently and effectively invested to deliver high quality integrated service to students. Among most important factors having the most impact are: the financial resources (investment and operational budgets in addition to ARDP funds and poverty alleviation strategies) and human resources (starting from the Directorate's management, teaching, engineering, administrative, and supporting staff). Financial resources are the most important elements but not the only element governing the service delivery, as the resource management is conducted through organized operations, pre-planning and investment of resources, to achieve the desired impact and meet the objectives of the Directorate, the local government and the goals of the National Development Strategy.

It is worth noting that the directorate's integrated financial planning with the rest of other service sectors, as well as integration in preparing the operational budget in line with the drafting of the investment budget would yield positive impact and ensure efficient operation and sustainability of vital projects.

Finding a scientific and logical balance for the cost of educational service would ensure the feasibility study, optimal use of resources and sustainable deliver of teaching services.

The Directorate of Babil Education, in cooperation with the USAID-funded GSP/Taqadum has completed the Gap Analysis Model proposed by GSP/Taqadum to actively contribute to the gap analysis. This model's importance in the delivery of services provided to the citizens lies in:

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- 1- Using a scientific technique in analyzing the elements causing the gap in indicators of services delivered to against the standards;
- 2- Identifying priority elements impacting generation of the gap in services through their power of impact and weight.
- 3- Developing medium and long term solutions to handle the elements impacting the generation of gaps in order to reduce them;
- 4- Analysis results that represent the immediate and long-term solutions will be inputs to prepare the improvement plan for the respective service in the province
- 5- The oversight and supervision team, in cooperation with the GSP team, has conducted field visits to calculate the qualitative indicators.

The Directorate has adopted the use of average measurements collected in Hillahh District within the primary education services with a focus on the most vulnerable aspects to develop successful solutions to reduce the gap and improve the services provided to students through immediate and long –term solutions. The successful use of the model will lead to accurate results helping to identify the right, realistic and achievable solutions to reduce the gap and improve the educational service in the district.

### **Analysis of elements causing the service performance gap:**

It included 14 elements associated with one of the above service standards related to administrative, legal, financial and technical aspects. After the analysis has been completed, the weakness or deficiency in each element and the percentage of its impact on the gap were identified. The Babil Education Directorate has identified those elements and developed immediate and long term solutions which would actively contribute to reducing the gap value. In the next chapter, we will be analyzing all performance indicators against the standards, using all analysis elements in detail and finally developing solutions for the elements having the most impact on the cause of the gap.

### **3. Stepwise approach:**

The SDIP involves the following questions

- 1- Where we are now?
- 2- Where we want to be?
- 3- How can we get there?
- 4- How can we ensure success?

**1-5 " Where are we now?**

The answer to this question requires a comprehensive and objective review of the status quo of the Babil Directorate's performance and practices to be measured against main performance indicators. The data related to "where are we now?" can be obtained by using the related techniques, which are:

First: (SWOT analysis) by diagnosing the strengths, weaknesses, threats and opportunities.

**Second- key performance indicators Analysis**

These two techniques assist in understanding and summarizing the Directorate's environment and performance.

The SWOT analysis assists in specifying realistic, short-, medium- and long term goals, in order to:

- Correcting the weaknesses
- Enhancing the strengths
- Preventing the threats
- Seizing the opportunities
- Achieving the vision

**First: SWOT analysis for Babil Education Directorate :**

**Strengths:**

1. Available land for education purposes in most of the rural areas
2. Available technical and engineering talents
3. Available integrated database in the Planning /Statistics department.
4. Available of an integrated organizational structure in the Directorate
5. Presence of private education schools
6. Presence of training programs leaders and talents
7. Available surplus educational staffs in some specializations
8. Presence of distinguished passing rates for previous years

**Weaknesses:**

1. Lack of a school map
2. Constant changes in the organizational structure

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3. Weak reliance on outputs of research and studies
4. Lack of limited training courses
5. Lack of engineering staff and service personnel
6. Aging and dilapidation of many school buildings
7. Inadequate school buildings and the existence of dual and triple shifts in one school building
8. Lack of land in some of city centers allocated for educational purposes within the municipal boundaries
9. There is a shortage in some specializations of educational staff
10. Insufficient illustrations, educational aids and scientific laboratories used in education in considerable number of schools
11. A lot of teachers do not keep up with effective and active teaching methods
12. There is a shortage in some teaching specializations.
13. Insufficient time allocated per class in the dual and triple-shift schools
14. A lot of schools are overcrowded, especially in urban centers.
15. Old and monotonous engineering designs and lack of innovation in schools, making the school environment unattractive
16. Limitedness of methods of tests and examinations to determine students' comprehension and understanding
17. Lack of scientific techniques used in the educational process (such as e-learning)

### **Opportunities:**

1. Government support provided by the local administration and Ministry of Education
2. Desired community's public awareness about learning
3. Local and national plans for administrative reform and community development
4. Support by non-governmental donors and presence of international and local donor organizations contributing to the building of schools.
5. Stable security situation in the center and south of the province
6. Donors providing land in rural areas
7. Existences of private primary schools
8. Presences of graduates of educational and supporting colleges and Teachers' institutes in large numbers and different specialties
9. Existence of local authorities (colleges) contributing to the training of teaching staff
10. Available of raw materials for building
11. Presences of authorities supportive of the work of the Directorate
12. Available well-established global companies able to implement the construction of schools in a short period of time

### **Threats:**

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1. Most laws and legislation are not updated and do not keep abreast with developments
2. Poor coordination and joint planning and sharing of information with other departments.
3. Insufficient government financial resources allocated to educational programs.
4. Control of central mentality in some of the Ministry of Education facilities.
5. Plenty of red tape that impedes the transfer of land to the Directorate and lack of cooperation by some departments in this regard
6. There is an obstacle in the acquisition of land represented by the difference of market price and the estimated judicial value
7. Absence of international quality specifications of local and imported goods for building and furnishing schools
8. Poor financial spending by the central government to the educational aspects, and allocations for educational process requirements do not meet educational needs.
9. Increased student dropouts, particularly females, in rural areas.
10. Slow performance of most of the companies in the construction of schools with a decline in the quality of schools construction
11. Municipal departments are not cooperating in the allocation of educational land in city centers commensurate with the need.
12. Lack of well-established companies in the country.
13. Widespread financial corruption
14. Deteriorating security situation in some areas of the province (north of Babil).

### Second: performance indicators:

GSP/Taqadum has been supporting the local government to improve the process of supervising and monitoring the service delivery with the ultimate aim of raising the level of services provided to the students by adopting measurable standards on a par with the rest of the civilized world countries. The service delivery standards are based on six main foundations in the educational services as being a basic service, with a focus on the process of obtaining it qualitatively and quantitatively through the following standards and indicators: qualitative indicators (Site visits)

Quantitative indicators:

- 1- School buildings ( school)
- 2- Administrative and teaching staff
- 3- Teaching environment
- 4- Efficiency of teaching system

**Standards**

#	Standard	Description of standard	Unit of standard	Data required for measuring the standard	Description	Measuring unit
1	Size of school building (school)	This standard represents the size of school building appropriate for student numbers and is represented by:	%	A .total number of students (male+ female)	number of students (males+ females) of the directorate	number
		1- 360 students per school		B .total number of schools	Directorate’s actual number of schools	number
		2-total area of school ( 5000 square meters)		$100 \times \frac{360 \times B}{A} = \text{indicator calculation}$		%
		3-1.6 square meters is the area for student in the classroom				
		4-classroom area is 48 square meters				

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		5-Average classroom size is appropriate for the number of students (9-30 students per classroom)				
2	Administrative and teaching staff	This standard dictates that the number of students must be adequate for all school materials and the administrative body too:	%			
		1. one teacher per 30 students				
		2. one qualified teacher per material				
		3. full administrative staffing ( principal, assistant principal, administrators- educational counselor)				
		4. maintenance specialists in each school				
3	Teaching environment	The teaching environment is defined as that the school atmosphere must be appropriate for the student in	%	A. number of students in the school	Knowing the number of students using the lavatories and whether the number is	number

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		terms of teacher’s interaction and activities he is performing and also the interaction of the administrative body and some matters stimulating the student to go to school			appropriate for the existing lavatories and faucets	
		1. 1 lavatory per 50 male students.		B. number of lavatories in the school	Knowing the number of usable lavatories in terms of cleanliness, good doors and number of ventilators in each lavatory	number
		2. 1one lavatory per 50 female students.				
		3. One faucet per 50 male/female students.				
		4. all students and teachers feel they are respected and well-treated				
		5. School building is always in good condition and periodically maintained.		Number of ceiling fans and windows and their maintenance	It is essential that the classroom is well ventilated for the student and teacher to help create a clean teaching environment	number

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		6.the school provides opportunities to students to have a leadership role among their class-mates				
4	Teaching system efficiency	This standard represents the internal efficiency of teaching systems as it requires qualitative and quantitative indicators in terms of dropouts and returning and average number of years required until the students have been graduated	%			
		1. Enrollment indicator.		A. total number of enrolled students ( virtual battalion)	Number of students to be enrolled in primary first grade in the beginning of the academic year	number
		2. failing and dropout indicator		B. number of students enrolled in higher studies	Number of students actually enrolled in primary first grade at the	number

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					beginning of academic year	
				C. number of students who have enrolled six years ago actually <sup>1</sup>	number of students who have enrolled six years ago actually in primary first grade	number
				D. final year primary school students	Number of sixth grade students	number
				(primary school enrolment indicator) $100 \times \frac{B}{A} =$ indicator calculation (Dropout and failing during primary level) $100 \times \frac{D}{C} =$ indicator calculation		%



indicator of school building size ( school)

This standard represents the size of school building and extent of its appropriateness with the number of students

	Standard	indicator	gap
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	School building	%45	55%
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### Analysis of elements causing the gap:

- 1) **Human resources:** presence of 45 engineers and 10 technicians. The impact of this element on the gap is medium
- 2) **Financial issues:** insufficient total financial allocations available from funds allocated for school buildings amounted at 122 billion dinars (still ongoing since 2013), incentives for the supervision team. The impact of this element on the gap is high.
- 3) **Infrastructure:** buildings are old and dilapidated by 45% and there is overcrowding of students in one class, which sometimes reaches 70 students or more, with two shifts of attendance in the same building (triple, and quadruple) and this requires establishing new school buildings. There are lands allocated to building schools on the basis of 40 plots in the center of Hillah, 14 plots in Al-Kifl sub district and 12 in Abi Gharaq, and prioritizing and giving preference to the establishment of temporary schools in a limited number to bridge the gap. The impact of this element on the gap is high.
- 4) **Supplies:** the school buildings projects are referred in terms of construction and furniture. The impact of this element on the gap is low
- 5) **Capacity building:** engineers were not enrolled in training sessions. The impact of this element on the gap is medium
- 6) **Technical obstacles:** lack of land in the city centers, and there are sites allocated to a number of the school buildings but are blocked by barriers (levels of some of land are below three meters - presence of drainage or river- no electricity lines – palm trees and squatting). The impact of this element on the gap is medium.
- 7) **Authorities:** 1. insufficient financial authorities delegated to the Director-General of Babil Education (10 millions ID) for the operational budget which is required to be increased to (50 millions ID) 2-Authority for Transfer between the items of the budget (for the Director-General) 3. Flexibility in authorizing the Governorate instead of the Ministry of Education to change the project site, if needed. The impact of this element on the gap is medium.
- 8) **Coordination:** Service integration in coordination with other service departments (such as paving road leading to schools, growing out trees inside and outside school buildings, linking the building’s sewerage to drainage pipes). The impact of this element on the gap is low.

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9) **Political interventions:** the implementation of some projects in locations with no economic viability for electoral propaganda purposes. The impact of this element on the gap is low.

10) **Misuse of resources:** squatting on land allocated for educational purposes (there are lands that have been used by the Hillah Municipality, such as Al-Wathba school, Al-Zaitoon restaurant built on land allocated for a school and the military camp in the Scout Camp). The impact of this element on the gap is medium.

11) **Maintenance and Operation:** re-wording the contracts by increasing the security deposits recovery period, as well as increasing the amount of security deposits for maintenance to 10% of the cost. The impact of this element on the gap is high

12) **Security conditions:** The impact of this element on the gap is low

13) **logistic support:** activation of the contractual clause on control and supervision allocations of the resident engineer with regard to the investment budget (ministerial projects) as well as engineering supervision allocations for regional development projects). The impact of this element on the gap is high.

Standard	Order of basic elements ( which have been assigned score 3) which would contribute to reducing the gap value according to priority	Reasons for arranging the elements according to priority	Immediate solutions	Lon-term solutions
Size of school building	Financial issues	There are funds carried forward and allocated to school construction in Babil province ( ministerial	1- invitation to at least five companies ( diverse designs, implementation og construction)	Increasing the financial allocations, expanding investment in infrastructure and facilitating procedures

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		investment, Regional development and poverty alleviation)	2- forming a joint technical working committee between the office of the Governorate, provincial council and Education Directorate to speed up the work	for the private sector to promote investment
	Maintenance and operation	70% of buildings require annual maintenance	1- Preparing maintenance statements by the school buildings. Implementation is undertaken by school committees grouping at least 3 members and headed by the school principal, with an engineer from school building department as member	1- reinstating the contracts and amending the “Security deposits” item by increasing the security amount for maintenance to 10% of the cost estimated for the project and increasing the maintenance period 2- imposing nominal registration fees on students for the maintenance of schools and other needs except the impoverished students
	infrastructure	The buildings are old and ramshackle by 45%. available 260 land plots for schools	1- contracting with well-established foreign companies to build schools within a period not to exceed 8 months by Light Structure method	1-developing a four-year strategic plan containing the construction of schools instead of caravan schools and instead of ramshackle schools

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			2- Opening up 17 makeshift caravan schools to bridge part of the gap	2-adopting modern vertical construction designs to increase the size of school building 3-adopting educational compounds for neighborhoods having no educational lands and making them attractive to students
	Logistic support	1- existence of high percentage of sluggish projects 2- non-conformity of school buildings specifications with the bills of quantities	1- activating the contractual clause on monitoring and supervision for resident engineers with regard to the investment budget)ministerial projects) and also the engineering supervision allocations for regional development 2- allocating a percentage of 50% from the monitoring and supervision funds for each project to support the resident engineer office staff	1- increasing the proportion of support allocations to the resident engineer 2- allocating means of transport for the resident engineer office to ensure sustainable operation of the project 3- forming a joint working team between the provincial council and Office of the governorate, education directorate and other oversight authorities for monitoring, supervision and speeding up

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				implementation of sluggish projects
<ul style="list-style-type: none"> <li>• administrative and teaching staff indicator</li> </ul>				

This standard dictates that the number of teachers must be sufficient for all curricula and also the administrative board

	Standard	indicator	gap
	Administrative and teaching staff	87%	13%

Analysis of elements having impact on the gap:

- 1) **Human resources:** there is a shortage in some specializations. The impact of this element on the gap is low.
- 2) **Financial issues:** insufficient financial allocation for the Department of preparation and training has affected the development of educational staffs. The impact of this element on the gap is high
- 3) **Infrastructure:** lack of administrative cadres and teaching cadres in some specializations such as (Kindergarten and Special Education). The impact of this element on the gap is medium.
- 4) **Supplies:** provision of specialized services (such as display screens, computers or others) as needed by the authority of preparation and training .The impact of this element on the gap is low.
- 5) **Capacity building:** Opening course for transferring the excess specializations to approximate specializations such as the sociologies to the (special education, kindergartens, Arabic language or other appropriate materials). The impact of this element on the gap is high.
- 6) **Technical obstacles:** no impact on the gap
- 7) **Authorities:** The impact of this element on the gap is high. Yes, introducing financial and administrative powers to grant incentives when changing to the specialization suffering deficiency and requiring ministerial approval to change the approximate educational specializations from redundancy to vacancy.
- 8) **Coordination** (horizontal and vertical coordination): The impact of this element on the gap is low. Transfer of administrative staff between departments in the province.

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9) **Political interventions:** political interventions have a role in the poor distribution of educational staffs. The impact of this element on the gap is low.

10) **Misuse of resources:** no impact on the gap

11) **Maintenance and operation:** no maintenance professionals in schools. The impact of this element on the gap is high.

12) **Security conditions:** no impact on the gap

13) **Logistic support:** providing incentives for teachers of first grade and special education teachers. The impact of this element on the gap is low.

Standard	Order of basic elements ( which have been assigned score 3) which would contribute to reducing the gap value according to priority	Reasons for arranging the elements according to priority	Immediate solutions	Lon-term solutions
Administrative and teaching staff	Financial issues	Insufficient allocations for Preparation and Training department influences the development of teaching staff	Approaching the ministry to increase the number of courses with financial allocations	Determining a percentage from the amounts to support the required courses

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	authorities	High surplus in some specializations and vacancies in others	Creating financial and administrative authorities to grant incentives when changing into specializations that are deficient and to first grade teachers and kindergartens	
	Capacity building	High surplus in some specializations and vacancies in others	<p>1- forming a committee from Educational Supervision to study feasibility and possibility of changing the specializations and their type according to surplus and vacancy for Governorate's center</p> <p>2- opening courses for converting the surplus specializations into approximate specializations like sociologies into special education, kindergartens , Arabic language or other appropriate</p>	Providing training and development halls with all requirements and specialized training staff based on actual needs

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			specializations in addition to providing special appliances like display screens, computers or others based on actual needs of authority responsible for preparation and training	
	Maintenance and operation	No maintenance specialists at schools	Forming a maintenance committee for Hilla district center in which the school administrations has representation	Creating job titles for technical staff( engineers+ technicians)

• Teaching Environment Indicator

In general, teaching environment is defined as the school atmosphere must be appropriate for the student in terms of teacher’s interaction and activities he is conducting and also interaction of administrative board and some matters that stimulate the student to go to school

	Standard	indicator	gap
	Teaching environment	65%	35%

Analysis of element having impact on the gap:

- 1) **Human resources:** The impact of this element is low. The involvement of teachers in developmental and awareness courses on children's rights
- 2) **Financial issues:** insufficient funds for maintaining the buildings as well as supporting the teaching staff and providing other services (drinking water and maintenance of building and maintaining their sustainability etc.). The impact of this element on the gap is high.
- 3) **Infrastructure:** reconsidering the Construction and the architectural designs of buildings, according to the standard in line with the need for actual occupancy of the building. The impact of this element on the gap is high
- 4) **Supplies:** a shortage of furniture in some schools and lack of libraries and computer laboratories. The impact of this element on the gap is medium
- 5) **Capacity building:** insufficient number of training courses for teaching staff. The impact of this element on the gap is medium
- 6) **Technical obstacles:** lack of technical personnel (Engineering) in some of school buildings. The impact of this element on the gap is high
- 7) **Authorities:** The impact of this element on the gap is low. Giving more authorities to school principals in determining the need for staffs who need to be trained and buying school's sports and art materials
- 8) **Coordination:** coordination with municipal departments to maintain the sanitary wares in schools and the existence of a need for obtaining ministerial approvals regarding disbursement allocations for service personnel responsible for cleaning bathrooms and lavatories. The impact of this element on the gap is high
- 9) **Political interventions:** The impact of this element on the gap is low
- 10) **Misuse of resources:** The impact of this element on the gap is low
- 11) **Maintenance and operation:** lack of maintenance specialists in schools. The impact of this element on the gap is high
- 12) **Security conditions:** The impact of this element on the gap is low
- 13) **Logistic support:** The impact of this element on the gap is low

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Standard	Order of basic elements ( which have been assigned score 3) which would contribute to reducing the gap value according to priority	Reasons for arranging the elements according to priority	Immediate solutions	Long-term solutions
Teaching environment	Technical obstacles	Insufficient technical (engineering) staff at the school buildings department and service employees	Contracting with technical staff( engineers and technicians) for the school buildings department. Coordinating with the municipal departments to maintain the bathrooms of schools and facilities surrounding the schools ( streets and public parks)	1- creating job titles for technical staff( engineers=technicians) 2- disbursing contingency allowances for service personnel maintaining the bathrooms of schools
	Financial issues	No sufficient funds to maintain the buildings and supporting the teaching staff and other services (drinking water, maintenance the building and keeping it in good condition	Delegating powers of expenditures between the budget chapters to the director general	Increasing the financial allocations based on actual need

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	infrastructure	Reconsidering the construction and architectural designs for buildings according to the standard based on actual needs for building occupancy	Distributing healthy caravans with drinking water(drinking water tanker for schools not served by main water supply network)	Modifying the designs based on actual needs for building occupancy( number of bathrooms equals the number of classrooms) and conducting annual maintenance
	Maintenance and operation	No maintenance specialist at schools	Contracting with maintenance personnel by school Buildings department to conduct seasonal and annual maintenance of schools	1- allocating a financial advance to be evaluated by a committee from the School Building to maintain the school buildings 2- developing the maintenance workshop by creating mobile maintenance units to maintain the school furniture
	Horizontal and vertical coordination		1-activating the parents and teachers meetings at least twice a year 2-engaging school principals in courses on modern teaching methods(active and	1-activating emails between family and school 2-following up on applying methods of effective and active

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			effective) for application at their schools	teaching and learning at all levels by qualified supervisors
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• Teaching system efficiency indicator

	Standard	indicator	gap
	Efficiency of teaching system	93%	7%

Analysis of elements having impact on the gaps:

- 1) **Human resources:** The impact of this element on the gap is low
- 2) **Financial issues:** The impact of this element on the gap is low
- 3) **Infrastructure:** The attendance time is limited due to the presence of more than one school in one building. The impact of this element on the gap is high
- 4) **Supplies:** The impact of this element on the gap is low
- 5) **Capacity building:** The impact of this element on the gap is low
- 6) **Technical obstacles:** The impact of this element on the gap is low
- 7) **Authorities:** giving administrative and legal authorities to the Chairman of the Committee of Dropout Follow-up (head of administrative unit). The impact of this element on the gap is high
- 8) **Coordination:** The impact of this element on the gap is low
- 9) **Political interventions:** no impact on the gap
- 10) **Misuse of resources:** no impact on the gap
- 11) **Maintenance and operation:** The impact of this element on the gap is low
- 12) **Security conditions:** no impact on the gap

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13) **Logistic support:** No support for students with respect to disbursing a monthly grant for those enrolled in first grade and providing aids to the poor and re-activating the school feeding project - The impact of this element on the gap is high

Standard	Order of basic elements ( which have been assigned score 3) which would contribute to reducing the gap value according to priority	Reasons for arranging the elements according to priority	Immediate solutions	Lon-term solutions
efficiency of teaching system	infrastructure	Limitedness of attendance time due to existence of more than one school in a single building	1- providing temporary caravan schools to get rid of triple and quadruple shifts and providing the overcrowded schools having sufficient spaces with additional caravans to reduce overcrowding  2- increasing the kindergarten at	1- increasing the number of school buildings in line with the global standards and population growth 2- increasing the kindergartens to the fullest

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			an average of 10 kindergartens a year	
	Logistic support	The schools now are unattractive environment	<p>1- activating the law on disbursing student grant especially for primary first and sixth grade students</p> <p>2- disbursing a monthly grant to those enrolled in first grade and providing assistance to poor students and reactivating the feeding project to curb dropouts</p>	Activating the law on disbursing the student grant for all levels and increasing it for the poor students
	authorities		Activating the role of committees grouping mayors currently to follow up on and curb dropouts	Approaching the relevant authorities to promulgate a law to address the dropouts and raise the level of compulsory education to include the intermediate level

2-5 Where do we want to be?

Base on the information collected in the situation analysis in 3.2.1., it is possible to develop and clarify the goals and objectives of Babil Education Directorate, derived from the Directorate’s message and vision above. There will be an agreement on the performance standards and goals falling under the name “SMART” (Specific, measurable, achievable and time bound)

**Vision statement of Babil Education Directorate:**

Building an educational and teaching system providing teaching and learning opportunities for all the community members in a way that would meet and achieve the civilized society needs and contribute to building a learned community armed with science and knowledge and promote the principles of good citizenship, democracy and human rights.

**Mission statement of Babil education Directorate:**

Reforming the education system and developing it according to the nature of Iraqi society and its needs and requirements of its advancement, taking into account the national peculiarity of of the Iraqi society components, so that it can be actively engaged in producing knowledge with the optimum use of human, material and financial resources to ensure the achievement of comprehensive development, decent life and also ensure equal opportunities to achieve an educated society with a high level of quality and to establish security and peace in the country

Goals of Babil Education Directorate:

1. Releasing and increasing the financial allocations for school building projects in proportion to the actual need of these buildings, taking into account the annual increase of population growth
2. Developing modern designs for school buildings to make the school an attractive environment by providing appropriate educational, health and psychological services within the school buildings.
3. Reconsidering the design of classrooms and laboratories in terms of measurements in height, length and width, lighting, ventilation according to certified international standards

4. Rehabilitating the directorates and departments of preparation and training and providing requirements of training and preparation therein.
5. Enrolling the staff in specialized courses on Total quality Management.
6. Paying attention to cognitive resources, and keeping up with the curriculum for global development.
2. Combining the theoretical and practical aspects and providing laboratories and modern teaching aids.
3. Developing modern teaching methods and using computers and staying away from dictation and activating the method of creative critical thinking
4. Increasing the proportion of females in education by offering incentives, especially in the rural areas and adopting governmental awareness programs about the importance of enrollment of females at all levels of education.
5. Seeking to enact a law to raise the level of compulsory education to the intermediate school level.
6. Seeking to establish three centers for early intervention for people with special needs.
7. Encouraging and rewarding talented students.
8. Increasing communication between the family and the school and holding Parents Meetings continuously and opening a special register for communication between the student's family and the school and activating the electronic communication between the family and the school.

### **3-5 How can we get there?**

The Babil Education Directorate in cooperation with the USAID-funded Taqadum program has completed the gap analysis model developed by Taqadum to actively contribute to the gap analysis. The importance of model analysis of gap in the services provided to citizens lies in that it is possible to develop a plan to achieve what we aspire to through identifying specific ,measurable, achievable , realistic and finally time bound goals as indicated below: -

1. Drawing up a joint action plan for the Directorate General in which all parties share decision-making on quantitative and qualitative advancement. The plan must be complementary and with specific timetables and its main steps are:  
A- Linking the school building with furnishing and equipping plans.

B- Linking the school building plans to training and capacity building plans.

C- Linking the school building to staffing and human resources management plans.

2. Review of legislation: Perhaps the biggest obstacle facing the Directorate General is the lack of legislation and laws facilitating the task of allocating land for educational projects.

3. The Education Directorate is suffering from significant weakness in the administrative levels, especially in the field of educational administration, which require hard work to prepare non-traditional advanced training programs by benefitting from the experiences of countries and international organizations.

It is worth mentioning that the use of scientific method in the analysis of all elements having impact on the gap in the indicator of services provided to students compared with the standard and determining the priority of elements influencing the gap in services through their power of influence and developing the proposed immediate and long-term solutions to address the elements influencing the gap in order to reduce them, and the results of the analysis that represent the proposed immediate and long-term solutions will be inputs to prepare a plan for improving the service in question in the province.

The Babil Education Directorate has adopted the use of average measurements collected in Babil district with a focus on the most vulnerable aspects in order to develop effective solutions to reduce the gap and improve the educational services through immediate and long-term solutions. The successful use of the model will lead to accurate results helping to identify the right, realistic and executable solutions to reduce the gap and improve the primary education service in the said district.

#### "4-5 How can we guarantee success?"

In order to ensure the success of improving the service delivery Plan (SDIP), it is important to carry out continuous supervision of standards and indicators for assessing the progress achieved to improve performance and its external factors at all levels, and to provide data and feedback using appropriate mechanisms in report writing. This would allow the management to identify the actual and potential success and failure early enough to facilitate timely adjustments. There should be a unit within the Babil Education Directorate to be responsible for coordinating the activities and evaluating the performance in line with the agreed targets on a monthly basis. This report will be submitted to the Director General of Babil Education Directorate, with the preparation of quarterly and annual progress and performance reports. The Director General supervises the SDIPH implementation and sends reports to the Provincial Planning and Development Council (PPDC) and the Office of the Governor as needed. They will provide strategic guidance on the effective implementation of the plan.

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- proposed recommendations for immediate solutions:

- 1) Contracting with reputable companies that are able to build schools in a short period by (Light Structure) method
- 2) Constructing new 17 caravan schools as a temporary solution to break the duplicity system and overcrowding of students and appointing the required teaching staff
- 3) Rehabilitating the schools (20 schools) and building extra (26) health complexes or distributing healthy caravans with potable water (drinking water tanker for schools not connected to the main water supply network).
- 4) Building extra outbuildings in overcrowded schools which have adequate space (18 outbuildings).
- 5) Coordinating with the municipal Directorate for the purpose of increasing the allocation of educational land in city centers
- 6) Providing personnel specialized in maintenance work and conducting a comprehensive annual maintenance of school buildings to ensure their durability and extend the life of the building especially the buildings roofs before the rainy season.
- 7) changing the specializations and their type, according to surplus and vacancy for the center of the province and opening courses to convert excess specializations into specializations approximate to them such as social sciences to (special education or Kindergartens)
- 8) Coordination between the basic education and teaching on creating sections for specializations which lack staff and the establishment of specialized courses for cadres of general specializations according to specializations in which there are vacancies to fill the gap in cadres.
- 9) Equipping the schools with 50 modern scientific laboratories annually with teaching aids, scientific illustrations and computers
- 10) Activating (E-mails) between the family and the school.
- 11) Supporting the private educational institutions (primary schools and kindergartens) and equipping them with educational inputs (books, stationery and desks), taking into account reducing and determining them for parents.
- 12) Raising the level of compulsory education to include intermediate schools
- 13) Activating student grants, especially for primary first and sixth grade
- 14) Disbursing additional allocations for teachers of primary first grade and withholding 50% of the professional allowances from the teacher who has less than half of his prescribed classes.
- 15) Constructing educational complexes for boys and others for girls outside the neighborhoods in which there are no educational lands provided that such complexes have an attractive environment for learners and encourage parents to enroll their children for example disbursing a grant for students registered in them , or application of feeding system as a tentative initial experiment until

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circulated to all schools and provision of recreational facilities (such as playgrounds, pools recreational means), and that the number of students per class does not exceed 30 students per classroom, with only one shift of attendance.

16) approaching the ministry to impose a small fee on students at the beginning of each academic year, not to exceed (5000) five thousand dinars (with the exception of poor students) and keeping the fees for families that have more than three students at (15000) fifteen thousand dinars no matter if the number is in excess of three.

2) Modifying the designs for school buildings to become more attractive to learners and that the number of health seats in the new design equals the number of the building classrooms to apply the prescribed 50 students per health seat standard

3) Creating a unit or section or a factory for the manufacture of caravans and installing them on - site in schools to reduce the high costs of purchasing and transporting the caravans by take advantaging of the technical staff transferred to us from the Ministry of Industry.

4) Forming a committee with a company of security forces in the province to remove the trespassing and squatting by the Office of the Governorate. Among its tasks for is removing squatting from the trespassed educational land and issuing strict instructions to prevent squatting.

### Conclusion:

The Education Directorate must efficiently and effectively manage its business in order to provide the best educational and teaching services to students with the possibilities available. The Directorate must also develop a realistic strategy for the disbursement of resources by developing real feasibility studies for the projects to be implemented to reduce the gaps in the service standards and thus ensuring the best services. Finally, the Education Directorate in the province must be enabled to find self-financing resources that would help rehabilitate its infrastructure, and improve the school environment.