



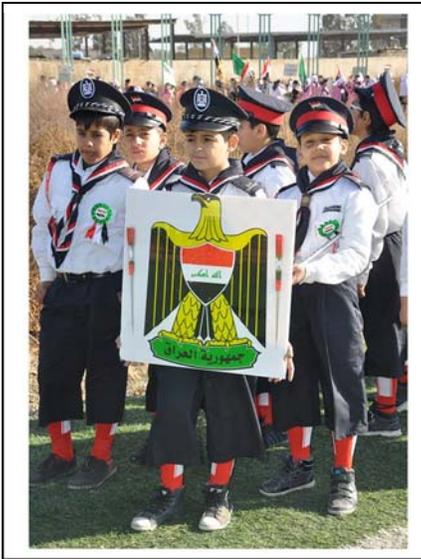
**العراق** | **USAID**  
من الشعب الامريكي

**Governance Strengthening Project  
(GSP)**



## **Baghdad Karkh 2 Education**

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



*Prepared by*

**Baghdad Water Directorate**

*In cooperation with*

**GSP/Taqadum**

*February 2015*

## **1- Introduction**

The Service Delivery Improvement plan (SDIP) is a comprehensive strategic working plan developed to address a variety of issues of administration, with the aim of improving the delivery of services for the education and teaching sector of the Al-Karkh 2 and to enable the department to achieve its short, medium and long-term goals. The improvement step will enable the development of a long-term vision for the management of the department and at the same time will ensure that the issues will be day after day under control. This plan includes the planned application of resources in order to achieve these goals. The plan to improve the performance or services aims to assist the Directorate General of the Al-Karkh 2 Education in addressing issues related to improving its performance and providing better services to the citizens. It consists of three phases:

- **The first stage** is to establish a sufficient electronic database that would help control all the staffs, invest the available human resources, contribute in achieving equality between them and ensure speedy completion and accuracy in taking the decisions and following up on their implementation.
- **The second stage** is to identify all the needs.
- **The third stage** is to come up with the service delivery improvement plan to address performance-linked issues of service delivery and to provide immediate and long-term solutions to the deficiencies, if any.

## **2. Executive Summary**

The analysis mechanisms used in reviewing the Directorate's performance indicators in the provision of the service, in comparison with the national standards and preference according to the direct impact on the performance indicators to ensure the quality and continuity of the service and response to citizens' complaints, a set of key elements and provided immediate and long term solutions that would improve the service provided to the citizens as follows:

- **School buildings:** The school buildings are one of the significant elements helping in service delivery and improvement.

The buildings availability and distribution on the basis of actual and future need, population density and the current and anticipated circumstances would contribute to the expansion of service delivery and improvement and also to the re-distribution and utilization of available human resources, and create bigger incentives and facilities to the land donators, and improve the school environment through the development of their current buildings and expanding them horizontally and vertically and to overcome the difficulties faced by donors by lowering the level of red tape they are facing and increasing the powers of the Director General in this regard.

- 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.
- Pursuing fair, and well thought and developed policies in identifying the need for new appointments and ensuring the achievement of the standards required for it.
- Applying information and communication technology in the aspects of governance work to improve efficiency and effectiveness in achieving the policies and program results.
- Developing educational and teaching staffs and training them at home and abroad in accordance with fair foundations and motivating them, towards completing their postgraduate studies by providing adequate opportunities for them and increasing material and moral support to them, especially in rural areas and creating a balance in the staffs between males and females through appointments and investing the current numbers optimally by re-distributing them according to the applicable guidelines.
- Linking the school environment with the society and creating opportunities for engaging the civil society organizations.
- Developing competition between individuals and encouraging them to make efforts and achieve progress.
- Encouraging competition between departments to increase their productivity.
- The possibility of measuring the productivity and efficiency of the departments.
- Choosing individuals right for promotion.
- Avoiding favoritism by consolidating the foundations of promotion and penalties and increasing their salaries.
- Facilitating the workforce planning by identifying those eligible for senior positions.
- Determining the training needs to improve efficiency and productivity.
- Maintaining a continuous and high level for productivity adequacy.
- Helping those overseeing the improvement of communication and relations with working under them.
- Providing the management with detailed information that helps to draw up the future policy at training, selection, transfer and promotion level.
- Self-commitment by students and their parents to enroll in education by creating promotional opportunities sufficient to achieve their own interests in the present and the future and elaborating the free education concept.
- Broader application of the free education concept for all levels and requirements.
- Expansion in opening directorates for the departments in the suburban regions.

❖ **Administrative boundaries of the Al-Karkh 2 Education Directorate**

It extends from Al-haswa sub district limits ( suburbs of Latifiya) to the security fence of Baghdad Airport's Highway ( suburbs of Hay Al-Jihad- Hay Al-Forat)

**3. Challenges and problems facing the Directorate General of Baghdad Education/Al-Karkh 2 which have contributed to the deterioration of service provided to the students. They are :**

- 1- financial challenges
- 2- Planning challenges
- 3- Administrative challenges
- 4- legal challenges
- 5- Infrastructure challenges
- 6- Political interventions
- 7- Human resources
- 8- Supplies

They will be indicated at SWOT analysis and when talking about the threats

**4- Work stages in developing the service improvement plan:**

The General Directorate of Baghdad Education/Al-Karkh 2, in cooperation with the USAID-funded GSP/Taqadum program 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:

Using the scientific technique in analyzing the elements causing the gap in the indicator of services delivered to citizens in comparison with the standard;

- 1- Identifying the priority for the elements impacting the creation of the gap in services through their power of impact.
- 2- Developing immediate and long term solutions to handle the elements impacting the creation of gaps in order to reduce them;
- 3- The analysis results that represent the immediate and long-term solutions will be inputs to prepare the respective service improvement plane in the province.

- The successful use of the gap analysis model will lead to accurate results that help in determining the correct, realistic and executable solutions to reduce the gap and increase the service.

### **Analysis of elements causing the gap in the service delivery:-**

It included 14 elements associated with one of the above service standards, which are relevant to the 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 and eventually the elements having the most impact on the creation of the gap were chosen. The Baghdad Education General Directorate/ Al-Karkh 2 has identified such elements and developed immediate and long term solutions which would actively contribute in reducing the gap value. In the next chapter, we will be analyzing all performance indicators against the standards, using the analysis elements in detail and finally developing solutions for the elements having the most impact on the creation of the gap.

#### 5. Stepwise approach

The SDIP involves the following questions

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

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

The answer to this question requires a comprehensive and objective review of the Directorate's status quo and how it is performing in the delivery of the education service to the students and how to uplift the teaching standard, measured against the main performance indicators. The data of "where are we now" can be obtained using the relevant techniques, which are:

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

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:

- correct the weaknesses
- Enhance the strengths
- Prevent the threats
- seize the opportunities
- Achieve the vision

SWOT analysis for the Directorate General of Baghdad Education/ Al-Karkh 2

## Analyzing and assessing the internal and external environment SWOT

### **1- Strengths**

- 1- Existence of surplus educational and teaching staffs especially females
- 2- Existence of an activity for foreign and private education
- 3-increased opportunities for evening education
- 5- surplus teaching staffs of some specializations

### **2- Weaknesses**

- 1- Overlapping in functions between the departments in one Directorate and difference between the other departments.
2. Dispersing of the Directorate's departments for lack of a modern building sufficient for them.
3. Multiple sources of decision-making.
4. Peculiarity of the Baghdadi community and demographic diversities.
5. Low school enrollment rates.
6. Shortage of school buildings and inadequacy and inefficiency of the existing buildings.
7. Poor distribution of the educational and teaching staffs.
8. Increasing dropout among students, especially girls in the suburbs and boys in the city and the weakness of the measures taken.
9. Directorate's stretching and distance from the city center and its impact on the provision of all supplies and completeness of control and supervision.
10. The continued deterioration of security in most of Baghdad's areas particularly the suburbs.
11. Limited expansion of the kindergartens.
2. Weak supervision and control of foreign and private education schools
3. Shortage of evening schools staffs.
4. Shortage of educational staffs among males only.
5. Shortages in some specializations of the educational and teaching staffs.

### **3- Opportunities**

1. Investing the surplus staffs in morning schools and re-distributing them according to the regulations and instructions and filling the need in the evening schools.

2. Investing the redundant staffs in some specializations in the expansion of opening new schools.
3. Investing the new opportunities for appointment to fill the existing shortage of staffs in suburban regions and filling some of the specializations in all regions.
4. There are large areas in the outskirts of Baghdad that can be used as school compounds.
5. The existence of the land donors, especially in rural areas.

#### **4- Threats**

- financial challenges:

1. The delay in approving the federal budget.
2. The financial statements that restrict the expenditure according to the public budget and restrict the executive works.
3. Not delegating to the Director-General the power to acquire lands.

- planning challenges:

Failure to develop appropriate, realistic and strategic plans responding to environmental demands and development of the capabilities of the human and functional elements

- administrative challenges:

1. The issuance of instructions and directives by more than one authority and their overlapping with the laws and regulations in force.
2. Inflexible organizational structures and non- delegation of powers to managers of departments to discharge all the business.
3. Functional overlap between departments and assignment of jobs to non-specialists.
4. -in flexible structures in terms of creation.

- legal challenges:

1. Promulgation of new developed laws matching the modern ones in disaffiliation.
2. Compulsory Education Law lagging behind the modern concept of the democratic state.

- human resources challenges:

- A shortage of teaching staff for some materials as well as a shortage of cadres in the suburban regions due to the lack of adequate job titles as well as the unwillingness of teachers to go to the suburbs for teaching.
- So many maternity leaves and scholarships and unpaid leaves that affect the teaching staff.

- Infrastructure challenges:
  1. The ownership of majority of schools built within our Directorate’s sector does not belong to the Ministry of Education and not dedicated to building a school, which complicates the process of demolition, reconstruction and restoration.
  2. The majority of the infrastructure of the areas within our Directorate’s sector is inappropriate for the technical modern specifications thus posing an obstacle to the rehabilitation of the schools or building new schools.
  3. Poor training of educational, teaching, administrative and technical bodies.
- Political interventions:
 

Lifting the quotas in appointments for non-specialists and their interference in the work as well as in the transfer of teachers and teaching and educational staffs, cronyism and clientelism

**Performance indicators:**

Taqadum Project has adopted global benchmarks for the purpose of improving the teaching reality and the work of the Directorate and supporting the local government to improve the process of supervision and control over the delivery of services down to raising the standard of services provided to students and students, similar to the rest of the civilized world. 13 standards have been offered by Taqadum project, with analyzing and studying each one separately, finding out the gaps and working to reduce them as indicated in the following table:

#	Field	Proposed standards
1	Kindergartens	one teacher for every 18 children
		one classroom for every 30 students
2	Primary schools	one school for every 360 students
		one teacher for every 30 students
		one classroom for every 30 students
3	Secondary schools	one school for every 450 students
		one teacher for every 25 students
		one classroom for every 30 students
4	Vocational schools	one school for every 250 students
		one teacher for every 12 students
5	Teachers’ preparation Institutes	one institute for every 350 students
		one teacher for every 15 students

The Directorate General of Baghdad Education/Al-Karkh 2 has studied these standards, reviewed the performance indicators against the standards, identified the weaknesses, determined the gap value, and made recommendations that would uplift the service delivery across the Directorate. The following table states how the gaps are extracted from studying the indicators with the standards:-

<b>2013-2014 statistics according to the statistical pamphlet of Al-Karkh 2 Education Directorate</b>								
Study level	Number of schools	Number of buildings	Number of students (males)	Number of students (females)	Total	Staffing( males)	Staffing (females)	Total
Kindergartens	30	30	4206	4119	8325	-	328	328
Primary education	510	369	123240	111831	235071	2367	11249	13616
Secondary education	268	151	69034	56116	125150	2198	5467	7665
Vocational education	18	24	2110	1265	3375	268	433	701
Teachers' institutes	3	2	105	278	383	17	71	88
<b>Total</b>	<b>829</b>	<b>566</b>	<b>198695</b>	<b>173609</b>	<b>372304</b>	<b>4850</b>	<b>17548</b>	<b>22398</b>

<b>Indicators of the general Directorate of Baghdad Education/ Al-Karkh 2 depending on the proposed standards</b>			
<b>kindergartens</b>		<b>Teachers' institutes</b>	
One teacher for every 18 children	One classroom for every 30 students	One school for every 250 students	One teacher for every 12 students
71%	50%	133%	249%

<b>Primary education</b>			<b>Teachers' institutes</b>	
One school for every 360 students	One teacher for every 30 students	One classroom for every 30 students	One institute for every 350 students	One teacher for every 12 students
78%	173%	64%	274%	
Gap value		Shortage in classrooms		
22%		36%		

<b>Secondary education</b>		
One school for every 450 students		One classroom for every 30 students
96,4%		82%
Gap value		Shortfall in classrooms
3,6%		18%

Only the standards in which a gap was found was studied according to the indicators recorded in the Directorate and as calculated above. Each indicator will be studied in detail with developing immediate and long-term solutions and suggestions:-

**Kindergartens indicator as per Standard (1) one teacher for every 18 children:**

There is a lack of educational and teaching staff for kindergartens, since the total number of children enrolled, according to 2013-2014 statistics is (8325) and the total number of staffs in the

same year is (328). This leads to “one teacher for every 25 children”, and thus a gap of 29% occurring.

**Elements causing the gap and extent of their impact:**

1) Human resources: The staffing has a significant impact since the kindergartens need a specialist cadre knowledgeable about all the child's needs and it is not allowed to provide alternative staffs from primary schools or any other relevant specializations since the child needs special care and due to shortage of staff, a gap exists in this field.

2) Financial issues: shortage of financial budget would adversely affect the provision of kindergartens staffing, as well as the construction of classrooms, or the construction of new kindergartens or buying lands to build new kindergartens on account of a big correlation between the staff and the building, all of which affect the size of the gap in this field.

3) infrastructure: one of the reasons of the gap in this area is the shortage of buildings for kindergartens and thus a class is overcrowded in some areas with a lot of kids, as well as the scarcity or shortage of kindergartens in the suburban regions, and also most of the school buildings are old and ramshackle, some of which are not subject to standards.

4) Capacity building: the need for cadres qualified and trained for education and this requires conducting training courses for rehabilitation of staff, while providing the requirements for the training since children need a specialist teacher with a full knowledge of the needs and requirements of children.

5) Coordination: It has an impact on the infrastructure, as there are a lot of problems in the allocation and acquisition of land plots for building, and the good coordination between the Ministry of Education and other ministries will reduce that gap.

6) Security conditions: many of the staffs specialized in kindergartens do not have access to some kindergartens in some places because of security concerns, and also the damage caused to some buildings as a result of terrorist acts and incapability to restore them to the lack of access to them.

7) Authorities: the need to introduce administrative, legal, financial, and technical powers. As for the rest of the elements (authorities- technical obstacles - maintenance and operation- logistic support - supplies), they have no impact on that gap.

It is evident from the explanation above that the following elements have the highest impact on the gap: 1) financial issues, 2) human resources, 3) infrastructure. Immediate and long term solutions and suggestions will be founded for them

#	standard	Order of basic elements ( that have been assigned score 3” high impact”) which contribute to reducing the gap value according to priority	Immediate solutions	Long-term solutions
1	one teacher for every 18 children	<b>Financial issues ( insufficient operating budget, investment budget and regional development)</b>	Increasing the operating budget for maintenance and restoration	<ul style="list-style-type: none"> <li>- increasing the financial allocations ( investment budget, regional development) to establish typical buildings and purchasing lands</li> <li>- releasing the funds at the beginning of the year</li> </ul>
		<b>Human resources</b>	<ul style="list-style-type: none"> <li>- transferring the female teachers specialized in kindergartens from schools to kindergartens building the capacities of the teaching staffs to increase the possibility of teaching the largest possible number of children</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- providing more appointment opportunities for graduates to meet the actual need for teaching staffs</li> </ul>
		<b>Infrastructure ( insufficient buildings, old buildings)</b>	-increasing funds for maintaining the buildings	<ul style="list-style-type: none"> <li>-acquiring lands to establish school buildings</li> <li>- establishing typical buildings</li> <li>-using vertical construction</li> </ul>
		<b>authorities</b>	<ul style="list-style-type: none"> <li>- increasing the powers through the Ministry delegating powers to the Directorate for financial, administrative, legal and technical matters</li> </ul>	<ul style="list-style-type: none"> <li>- formulating legislations that give the Directorate new administrative, financial and technical powers</li> </ul>
		<b>Capacity building</b>	<ul style="list-style-type: none"> <li>- conducting training course to rehabilitate the staffs</li> <li>- providing modern training requirements</li> </ul>	<ul style="list-style-type: none"> <li>- building and providing modern electronic laboratories</li> </ul>

**Kindergartens indicator as per Standard (1) one classroom for every 30 kids:**

There is a shortage of kindergartens, thereby a shortage of classrooms. The indicator is (1) classroom for every 60 kids and thus a gap of **50%** occurs.

**Elements causing the gap and extent of their impact:**

- 1) Financial Affairs: - The shortage in the investment budget as well as the Regional development of the regions negatively affects the construction of kindergartens adding new classrooms, or purchasing and acquiring new lands and building kindergartens on them.
- 2) Infrastructure: - the main reason why there is a gap in this field is the lack of kindergartens buildings as one class in some areas is overcrowded (the outskirts of Baghdad areas are suffering from a lack of kindergartens), and also most of the school buildings are old and ramshackle, with some are not subject to standards..
- 3) Authorities: if powers are available (administrative, legal and financial powers) to transfer the category and ownership of land plots from a particular ministry to the Ministry of Education and thus new kindergartens are built, then the gap will be reduced.
- 4) Coordination: There are a lot of problems in the allocation of land plots for building. Good coordination between the Ministry of Education and other ministries will reduce that gap.
- 5) Supplies: school buildings which are far from the main roads, villages and rural areas are suffering from a shortage of supplies due to difficulty in accessing them.
- 6) Maintenance and operation: the absence of a section for maintenance and operation at the school buildings as kindergartens and all school buildings need continuous maintenance and repair so as to be fit for occupancy by staff and kids.
- 7) security conditions: in some places there are land plots belonging to the Ministry of Education which have been taken over by individuals or certain parties, if recovered and allocated as educational buildings (Kindergartens) that gap will be reduced.
- 8) Technical obstacles: some buildings are irregular and also most of the existing buildings are damaged.

It is evident from the explanation above that the following items have the highest impact on the gap: 1. financial issues. 2. Infrastructure.... immediate and long-term solutions and proposals will be found for them.

#	standard	Order of basic elements ( that have been assigned score 3” high impact”) which contribute to reducing the gap value according to priority	Immediate solutions	Long-term solutions
2	one classroom for every 30 children	<b>Financial issues ( insufficient operating budget, investment budget and regional development)</b>	Increasing the operating budget for maintenance and restoration	<ul style="list-style-type: none"> <li>- increasing the financial allocations ( investment budget, regional development) to establish typical buildings and purchasing lands</li> <li>- releasing the funds at the beginning of the year</li> </ul>
		<b>Human resources</b>	- transferring the female teachers specialized in kindergartens from schools to kindergartens building the capacities of the teaching staffs to increase the possibility of teaching the largest possible number of children	- providing more appointment opportunities for graduates to meet the actual need for teaching staffs
		<b>Infrastructure ( insufficient buildings, old buildings)</b>	-increasing funds for maintaining the buildings	<ul style="list-style-type: none"> <li>-acquiring lands to establish school buildings</li> <li>- establishing typical buildings</li> <li>-using vertical construction</li> </ul>
		<b>Authorities</b>	- increasing the powers through the Ministry delegating powers to the Directorate for financial, administrative, legal and technical matters	formulating legislations that give the Directorate new administrative, financial and technical powers
		<b>Capacity building</b>	- conducting training course to rehabilitate the staffs providing modern training requirements	<ul style="list-style-type: none"> <li>building and providing modern electronic laboratories</li> </ul>

**Primary schools indicator as per standard (1) school for every 360 students:**

There is a shortage in the number of primary schools and thus we find them crowded with students and we find that there are double and triple shift schools, since the total number of primary schools, according to statistics of 2013-2014 is (510) and the total number of students enrolled in the same year is (235 071) leading to a (22%) gap.

**Elements causing the gap and extent of their impact:**

1. Financial resources: The shortage in the investment budget as well as the Regional development negatively affects the construction of kindergartens, adding new classrooms, or purchasing and acquiring new lands and building kindergartens on them.
2. Infrastructure: schools are overcrowded with students because they are so few in number and so is the number of their classrooms, especially in densely populated areas with most of the school buildings being old or ramshackle and some of them are not subject to standards. With an increase in schools and increasing classrooms, the amount of the gap decreases.
3. Authorities: if administrative, legal and financial powers are available to transfer a building or ownership of a property or land plot from a particular ministry to the Ministry of Education and thus new kindergartens are built, then the gap will be reduced.
4. Coordination: It has some impact in terms of infrastructure as there are many problems in the allocation of land plots for building. Good coordination between the Ministry of Education and other ministries will reduce that gap.
5. Political interventions: The impact on new constructions by building schools in some areas to get political gains from the residents of those areas, although those areas do not need constructions while other areas that need to build schools are deprived of such constructions.
6. Maintenance and operation: the absence of a section for maintenance and operation at the school buildings as all school buildings need continuous maintenance and repair so as to be fit for occupancy by staff and students.
7. Security conditions: in some places there are land plots belonging to the Ministry of Education which have been taken over by individuals or certain parties, if recovered and allocated as educational buildings (primary schools) that gap will be reduced. Also, some schools have been damaged as a result of terrorist acts, with no possibility to repair some of them due to difficulty in accessing them
8. Technical obstacles: some buildings are irregular and also most of the existing buildings are damaged.

It is evident from the explanation above that the following items have the highest impact on the gap: 1. financial issues. 2. Infrastructure.... immediate and long-term solutions and proposals will be found for them.

#	standard	Order of basic elements ( that have been assigned score 3” high impact”) which contribute to reducing the gap value according to priority	Immediate solutions	Long-term solutions
1	One school for every 360 students	Financial issues ( insufficient operating budget, investment budget and regional development)	Increasing the operating budget for maintenance and restoration	<ul style="list-style-type: none"> <li>- increasing the financial allocations ( investment budget, regional development) to establish typical buildings and purchasing lands</li> <li>- releasing the funds at the beginning of the year</li> </ul>
		Infrastructure (” insufficient buildings, old buildings)	-increasing funds for maintaining the buildings	<ul style="list-style-type: none"> <li>-acquiring lands to establish school buildings</li> <li>- establishing typical buildings</li> <li>-using vertical construction</li> </ul>
		Authorities	increasing the powers through the Ministry delegating powers to the Directorate for financial, administrative, legal and technical matters	formulating legislations that give the Directorate new administrative, financial and technical powers

**Indicator of primary schools according to Standard (1) classroom for every 30 students:**

There is a shortage of classrooms as the gap value is 36%

**Elements causing the gap and extent of their impact:**

1. Financial resources: The shortage in the investment budget as well as the Regional development budget negatively affects the construction of primary schools, adding new classrooms, or purchasing and acquiring new lands for building schools on them
2. infrastructure: schools are overcrowded with students and so few in number and so is the number of their classrooms, especially in densely populated areas with most of the school buildings being old or ramshackle and some of them are not subject to standards. With an increase in schools and increase in classrooms, the amount of the gap decreases.
3. Authorities: if administrative, legal and financial powers are available to transfer a building or ownership of a property or land plot from a particular ministry to the Ministry of Education and thus new schools are built, then the gap will be reduced.
4. Coordination: It has some impact in terms of infrastructure as there are many problems in the allocation of land plots for building. Good coordination between the Ministry of Education and other ministries will reduce that gap.
5. Maintenance and operation: the absence of a section for maintenance and operation at the school buildings as all school buildings need continuous maintenance and repair so as to be fit for occupancy by staff and students.
6. Security conditions: in some places there are land plots belonging to the Ministry of Education which have been taken over by individuals or certain parties, if recovered and allocated as educational buildings (primary schools) that gap will be reduced. Also, some schools have been damaged as a result of terrorist acts, with no possibility to repair some of them due to difficulty in accessing them
7. Technical obstacles: some buildings are irregular and also most of the existing buildings are damaged.
8. Supplies: school buildings which are far from the main roads, villages and rural areas suffer a shortage of supplies due to difficult in accessing them.

It is evident from the explanation above that the following items have the highest impact on the gap: 1. financial issues. 2. Infrastructure.... Immediate and long-term solutions and proposals will be found for them.

#	standard	Order of basic elements ( that have been assigned score 3” high impact”) which contribute to reducing the gap value according to priority	Immediate solutions	Long-term solutions
2	One classroom for every 30 students	Financial issues ( insufficient operating budget, investment budget and regional development)	Increasing the operating budget for maintenance and restoration	<ul style="list-style-type: none"> <li>- increasing the financial allocations ( investment budget, regional development) to establish typical buildings and purchasing lands</li> <li>- releasing the funds at the beginning of the year</li> </ul>
		Infrastructure ( insufficient buildings, old buildings)	-increasing funds for maintaining the buildings	<ul style="list-style-type: none"> <li>-acquiring lands to establish school buildings</li> <li>- establishing typical buildings</li> <li>- using vertical construction</li> </ul>
		authorities	increasing the powers through the Ministry delegating powers to the Directorate for financial, administrative, legal and technical matters	formulating legislations that give the Directorate new administrative, financial and technical powers

**Secondary schools indicator as per Standard (1) school for every 450 students:**

There is a shortage in the number of secondary schools and thus you find them overcrowded with students and we find that there are double and triple shift schools, since the total number of secondary schools, according to 2013-2014 statistics is (268) and the total number of students enrolled in the same year is (56 116). This leads to a (3.6%) gap.

**Elements causing the gap and extent of their impact:**

- 1- Financial resources: The shortage in the investment budget as well as the Regional development budget negatively affects the construction of secondary schools, adding new classrooms, or purchasing and acquiring new lands and building kindergartens on them.
  - 2- 2. Infrastructure: schools are overcrowded with students because they are so few in number and so is the number of their classrooms, especially in densely populated areas with most of the school buildings being old or ramshackle and some of them are not subject to standards. With an increase in schools and increasing classrooms, the amount of the gap decreases.
  - 3- 3. Authorities: if administrative, legal and financial powers are available to transfer a building or ownership of a property or land plot from a particular ministry to the Ministry of Education and thus new schools are built, then the gap will be reduced.
  - 4- 4. Coordination: It has some impact in terms of infrastructure as there are many problems in the allocation of land plots for building. Good coordination between the Ministry of Education and other ministries will reduce that gap.
5. Political interventions: They impact on new constructions by building schools in some areas to get political gains from the residents of those areas, although those areas do not need constructions while other areas that need to build schools are deprived of such constructions.
6. Maintenance and operation: the absence of a section for maintenance and operation at the school buildings as all school buildings need continuous maintenance and repair so as to be fit for occupancy by staff and students.
7. Security conditions: in some places there are land plots belonging to the Ministry of Education which have been taken over by individuals or certain parties, if recovered and allocated as educational buildings (primary schools) that gap will be reduced. Also, some schools have been damaged as a result of terrorist acts, with no possibility to repair some of them due to difficulty in accessing them

8. Technical obstacles: some buildings are irregular and also most of the existing buildings are damaged.

It is evident from the explanation above that the following items have the highest impact on the gap: 1. financial issues. 2. Infrastructure.... immediate and long-term solutions and proposals will be found for them.

#	standard	Order of basic elements ( that have been assigned score 3” high impact”) which contribute to reducing the gap value according to priority	Immediate solutions	Long-term solutions
1	One school for every 450 students	Financial issues ( insufficient operating budget, investment budget and regional development)	Increasing the operating budget for maintenance and restoration	<ul style="list-style-type: none"> <li>- increasing the financial allocations ( investment budget, regional development) to establish typical buildings and purchasing lands</li> <li>- releasing the funds at the beginning of the year</li> </ul>
		Infrastructure ( insufficient buildings, old buildings)	-increasing funds for maintaining the buildings	<ul style="list-style-type: none"> <li>-acquiring lands to establish school buildings</li> <li>- establishing typical buildings</li> <li>- using vertical construction</li> </ul>
		authorities	increasing the powers through the Ministry delegating powers to the Directorate for financial, administrative, legal and technical matters	formulating legislations that give the Directorate new administrative, financial and technical powers

**Indicator for secondary schools as per Standards (1) classroom for every 30 students:**

There is a shortage of classrooms. The gap value is 18%

**Elements causing the gap and extent of their impact:**

1. Financial resources: The shortage in the investment budget as well as the Regional development budget significantly affects the construction of secondary schools, adding new classrooms, or purchasing and acquiring new lands and building schools on them.
2. Infrastructure: schools are overcrowded with students because they are so few in number and so is the number of their classrooms, especially in densely populated areas with most of the school buildings being old or ramshackle and some of them are not subject to standards. With an increase in schools and increasing classrooms, the amount of the gap decreases.
3. Authorities: if administrative, legal and financial powers are available to transfer a building or ownership of a property or land plot from a particular ministry to the Ministry of Education and thus new schools are built, then the gap will be reduced.
4. Coordination: It has some impact in terms of infrastructure as there are many problems in the allocation of land plots for building. Good coordination between the Ministry of Education and other ministries will reduce that gap.
5. Political interventions: They impact new constructions by building schools in some areas to get political gains from the residents of those areas, although those areas do not need constructions while other areas that need to build schools are deprived of such constructions.
6. Maintenance and operation: the absence of a section for maintenance and operation at the school buildings as all school buildings need continuous maintenance and repair so as to be fit for occupancy by staff and students.
7. Security conditions: in some places there are land plots belonging to the Ministry of Education which have been taken over by individuals or certain parties, if recovered and allocated as educational buildings (primary schools) that gap will be reduced. Also, some schools have been damaged as a result of terrorist acts, with no possibility to repair some of them due to difficulty in accessing them
8. Technical obstacles: some buildings are irregular and also most of the existing buildings are damaged.

It is evident from the explanation above that the following items have the highest impact on the gap: 1. financial issues. 2. Infrastructure.... immediate and long-term solutions and proposals will be found for them.

#	standard	Order of basic elements ( that have been assigned score 3” high impact”) which contribute to reducing the gap value according to priority	Immediate solutions	Long-term solutions
2	One classroom for every 30 students	Financial issues ( insufficient operating budget, investment budget and regional development)	Increasing the operating budget for maintenance and restoration	- increasing the financial allocations ( investment budget, regional development) to establish typical buildings and purchasing lands - releasing the funds at the beginning of the year
		Infrastructure ( insufficient buildings, old buildings)	-increasing funds for maintaining the buildings	-acquiring lands to establish school buildings - establishing typical buildings -using vertical construction
		authorities	- increasing the powers through the Ministry delegating powers to the Directorate for financial, administrative, legal and technical matters	- formulating legislations that give the Directorate new administrative, financial and technical powers

- After finalizing the study of standards proposed by Taqadum project, there has been an agreement that field visits are made to a model consisting of two schools/ Taqadum

project has proposed new standards ( some of which has been modified according to the standards applicable at the Ministry of Education) and to calculate the indicators derived from the two schools. eventually, Al-Maseera Primary School and Al-Rabee' Primary School were visited and the indicators were recorded according to the following table:

#	Standard	Description of standard	Calculation of indicator	Unit of standard	Data required for measuring the standard	description	Measuring unit	
Al-Maseera Primary School/ number of students=612-----number of classrooms=24-----classroom area=42 square meters School area=7700 square meters-----number of lavatories in the school=9----number of water faucet=5								
1	Size of school building	This standard represents the size of school building appropriate for the number of students			$\begin{aligned} &+308+59 \\ &87.5+102 \\ &=85+ \\ &\%551.18 \\ &\div \\ &5 \\ &= \end{aligned}$	Total number of students	Number of Directorate's students	372304
		360 students for each school	$100*612/360$ %59=	<b>%128.3</b>	Total number of schools	Number of Directorate's schools	510	
		School's total area 2500 square meters	$100*2500/7700$ %308=		Indicator calculation=		<b>%49.31</b>	
		1.2 square meters is the space of student inside the classroom	$100* 1.2/ 25.5 / 30$ %102=					
		Classroom area is 42 square meters	$100*48/ 42$ %87.5=					
		30-35 students for each	$100*30/24/612$ %85=					

		<i>classroom</i>			
2	Administrative and teaching staffs	<i>This standard dictates that the number of teachers is sufficient for all material and also the administrative body</i>		+164.71 +95 +90 = 0 247 4÷ = <b>%87.42</b>	
		<i>One teacher for every 30 student</i>	$100 * 25.5 / 30$ %164.71 =		
		<i>One qualified teacher for every material</i>	%95		
		<i>Full administrative staffs</i>	%90		
		<i>There are maintenance specialists</i>	% 0		
3	Teaching environment	<i>Defined as that the school atmosphere must be appropriate for the student in terms of teacher's interaction and the activity he is performing and also the administration</i>		<b>%41.29</b>	<ul style="list-style-type: none"> <li>• <i>poor ventilation and lighting in the classroom because there are two windows only in each classroom</i></li> <li>• <i>number of ceiling fans in every classroom=2</i></li> </ul>
		<i>One toilet for every male student</i>	$68 = 9 / 612$ %44 = $100 * 68 / 30$		

		<i>One toilet for every female student</i>	$68=9/612$ $\%44=100*68/30$			
		<i>One water faucet for every 50 students</i>	$122.4=5/612$ $\%40.8=100*122.4/50$			
		<i>All students and teachers feel they are respected and well treated</i>	$\%95$			
		<i>School building is always in good condition and subject maintenance</i>	$\%30$			
		<i>School provides opportunities to students to have a leadership role among their class-mates</i>	$\%20$			
4	Efficiency of teaching system	<i>This standard represents the internal efficiency of teaching systems as it requires quantitative and qualitative indicators in</i>		$\%96.75$	<i>Total number of enrolled students ( virtual battalion) ( first grade)</i>	110
					<i>Number of actually enrolled students</i>	110
					<i>Number of students ( at first grade) who actually attended school six years ago</i>	95

		<i>terms of dropout and repetition rates and average number of required years until the student has graduated</i>				
		<i>Enrolment indicator</i>	$\%100=100*167/171$		<i>Final year students ( sixth grade)</i>	<i>89</i>
		<i>Failing indicator</i>	$\%93.5=100*95/89$			

Al-Rabee' Primary School/ number of students=267-----number of classrooms=12-----classroom area=40 square meters  
 School area=5000 square meters-----number of lavatories in the school=6----number of water faucet=unusable

#	Standard	Description of standard	Calculation of indicator	Unit of standard	Data required for measuring the standard	description	Measuring unit
1	Size of school building	<i>This standard represents the size of school building appropriate for the number of students</i>		<b>%103.01</b>	<i>Total number of students</i>	<i>Number of Directorate's students</i>	372304
		<i>360 students for each school</i>	$100*267/360$ $\%74.16=$		<i>Total number of schools</i>	<i>Number of Directorate's schools</i>	510
		<i>School's total area 2500 square meters</i>	$100*2500/5000$ $\%200=$		<i>Indicator calculation=</i>		<b>%49.31</b>
		<i>1.2 square meters is the</i>	$1.2/ 22.5/ 40$ $100*$ $\%66.75=$				

		<i>space of student inside the classroom</i>			
		<i>Classroom area is 40 square meters</i>	$100*40/40$ $\%100=$		
		<i>30-35 students for each classroom</i>	$100*30/12/267$ $\%74.16=$		
2	Administrative and teaching staffs	<i>This standard dictates that the number of teachers is sufficient for all material and also the administrative body</i>		<b>%63.6</b>	
		<i>One teacher for every 30 student</i>	$\%74.16$		
		<i>One qualified teacher for every material</i>	$\%90$		
		<i>Full administrative staffs</i>	$\%90$		
		<i>There are maintenance specialists</i>	$\%0$		
3	Teaching environment	<i>Defined as that the school atmosphere must be appropriate for the student in terms of teacher's interaction</i>		<b>%40</b>	<ul style="list-style-type: none"> <li>• ventilation and lighting are somehow good since there are 4 windows</li> <li>• number of ceiling fans in each classroom is 2</li> </ul>

		<i>and the activity he is performing and also the administration</i>			
		<i>One toilet for every male student</i>	<i>%0</i>		
		<i>One toilet for every female student</i>	<i>%0</i>		
		<i>One water faucet for every 50 students</i>	<i>%25</i>		
		<i>All students and teachers feel they are respected and well treated</i>	<i>%90</i>		
		<i>School building is always in good condition and subject maintenance</i>	<i>%80</i>		
		<i>School provides opportunities to students to have a leadership role among their class-mates</i>	<i>%20</i>		
	Efficiency of	<i>This standard represents the internal</i>			<i>Total number of enrolled students ( virtual battalion) ( first grade)</i>
					<i>55</i>

4	teaching system	<i>efficiency of teaching systems as it requires quantitative and qualitative indicators in terms of dropout and repetition rates and average number of required years until the student has graduated</i>		%101.63	<i>Number of actually enrolled students</i>	51
					<i>Number of students ( at first grade) who actually attended school six years ago</i>	40
					<i>Final year students ( sixth grade)</i>	44
					<i>Enrolment indicator</i>	92.72
		<i>Failing indicator</i>	110			

2-5 Where do we want to be?

Based on the information collected, it is possible to develop and clarify the Directorate's goals and objectives, derived from the Education Directorate's message and vision. There should be an agreement on the performance standards and goals falling under the name "SMART" (Specific, measurable, achievable and time bound)

Vision of Al-Karkh 2 Education Directorate:

Providing education opportunities for everyone in such a manner that would meet the citizen's needs at the Directorate's geographical area

Message of Al-Karkh 2 Education Directorate:

Reforming and developing the education and teaching system in the province:

- ✓ the more integrated and solid the educational and teaching system is, the better is its outputs in the sustainable education and comprehensive development
- ✓ the first step must be reforming the educational and teaching system

- ✓ planning is one of the foremost matters in the sustainable development process

### **Directorate's objectives:**

✚ Spreading education across Baghdad, in the countryside and the city alike and among the segments of its population by taking into account the peculiarity of the Baghdadi society. This comes through:

1. Building a number of schools on the basis of (10) schools a year using prefabricated constructions after solving the problem of land acquisition or placing caravans that can be used to increase the number of classrooms and this will solve 60% of the target this year
2. Applying the compulsory education, through the formation of central committees that undertakes calculating the children covered by the compulsory education and following-up on their enrolment and promoting the role of community synergies and role of parents and teachers in primary schools and conducting 2 meetings a month. This will help decrease (20%) of the target within two years
3. Raising awareness through coordination with the mass organizations and holding of 2 awareness seminars a month in the presence of school principals and parents of the students and this will decrease (20%) of achieving the target this year.

❖ Quality improvement (quality of education and teaching).

1. by enrolling teachers in courses to develop their capabilities at a rate of 2 courses per year and this will solve (50%) of the target
2. Using the modern methods of teaching such as the smart blackboard, data show and education using computers, and this will solve (30%) of achieving the target during this year
3. Paying attention to libraries and providing them with scientific and educational books and modern publications and releases that would educate the student and this will solve (20%) achieving the target this year

❖ Paying attention to the environmental and health reality of schools. This comes through:

1. strengthening and enhancing the health supervision by visiting schools at a rate of 3 visits a week and this will reduce the proportion of the gap achievement to (40%).
2. Coordinating with the Health authorities through joint meetings at a rate (5) monthly meetings to improve the health situation for students, and this will reduce the proportion of achieving the gap to (20%)
3. Conducting (2) seminars a month, with the schools administrations and parents about the health awareness and this will achieve the target by 20%

4. Holding (4) exhibitions per year with an average of one exhibition per semester to be dedicated to the school health and this will achieve the target by 20%

Strategy: -

Stages of strategy completion

- Analysis and diagnosis of reality (buildings - curriculum - teachers).
- investment of available opportunities
- quality of education
- Financial framework.
- Scientific research.

**(Policies – programs-activities)**

- Applying information and communication technology in the aspects of governance work to improve efficiency and effectiveness in achieving the policies and program results.
- Developing educational and teaching staffs and training them at home and abroad in accordance with fair foundations and motivating them towards completing their postgraduate studies by providing adequate opportunities for them and increasing material and moral support to them, especially in rural areas and creating a balance in the staffs between males and females through appointments and investing the current numbers optimally by re-distributing them according to the applicable guidelines.
- Improving the school environment by developing its current buildings and expanding them vertically and horizontally and overcoming the obstacles facing the donors by reducing the red tape and increasing the powers of the director general in this regard.
- Linking the school environment with the society and creating opportunities for engaging the civil society organizations.
- Introducing promotional incentives and more facilities for land donors
- Developing the curricula according to the requirements of the stage and linking them to the scientific development currently taking place.
- Developing competition between individuals and encouraging them to make efforts and achieve progress.
- Encouraging competition between departments to increase their productivity.
- The possibility of measuring the productivity and efficiency of the departments.
- Choosing individuals right for promotion.
- Avoiding favoritism by consolidating the foundations of promotion and penalties and increasing their salaries.
- Facilitating the workforce planning by identifying those eligible for senior positions.
- Determining the training needs to improve efficiency and productivity.
- Maintaining a continuous and high level of productivity adequacy.

- Helping those overseeing the improvement of communication and relations with working under them.
- Providing the management with detailed information that helps to draw up the future policy at training, selection, transfer and promotion level.
- Self-commitment by students and their parents to enroll in education by creating promotional opportunities sufficient to achieve their own interests in the present and the future and elaborating the free education concept.
- Broader application of the free education concept for all levels and requirements.
- Expansion in opening directorates for the departments in the suburban regions.

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

The General Directorate of Al-Karkh 2 Education in cooperation with the USAID-funded Taqadum/GSP 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:

- 1- Using the scientific technique in analyzing the elements causing the gap in the indicator of services delivered to citizens in comparison with the standard;
- 2- Identifying the priority for the elements impacting the creation of the gap in services through their power of impact.
- 3- Developing immediate and long term solutions to handle the elements impacting the creation of gaps in order to reduce them;
- 4- The analysis results that represent the immediate and long-term solutions will be inputs to prepare the respective service improvement plane in the province.

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

1. Following up on the educational supervisors for the school administrations and holding meetings for the subcommittees and following up on dropouts on the basis of one visit a month.
2. Conducting researches and studies to find out about the dropout reasons.
3. Holding seminars for kindergarten administrations to raise the efficiency of performance in kindergartens.
4. Expansion in admitting kids in kindergartens to rehabilitate them for the primary level.
5. Encouraging the opening of private kindergartens in areas in which it is not possible to build government kindergartens.
6. Encouraging the privatization of education because of its active role in solving a lot of problems for public schools.
7. Guiding, training and qualifying the teaching staff on the developed techniques and methods and applying them in teaching for the purpose of raising the efficiency of the education system.
8. Holding additional classes for weak students and students and improving their academic level.

9. Working to provide land plots for the construction of the schools, especially in areas which do not have school buildings.
10. Working with reputable companies to build schools with global and quick implementation specifications.
11. Installing billboards to spread health and preventive awareness among students and students and to prevent endemic, epidemiological and communicable diseases and coordinating with health centers to conduct periodic checks on students and students
12. Working to introduce computer material and English language in the primary first grade and in all schools while providing the curriculum, supplies and the right place for that.
13. Reconsidering the school environment available to the students and re-analyzing it into an attractive and lovable environment for the student using the known methods.
14. Updating the concept of school library and making it an attractive place for gaining knowledge not just a repository for information.
15. Reconsidering the academic approach and the need to link the educational and teaching process to work.
16. Making educational planning as a basis and approach to link the goals of education, programs and curricula to the needs of the community.
17. Providing jobs for teachers.
18. Raising the efficiency of teachers (knowledge - Professional - technical) in order to achieve progress in the educational institutions.
19. Activating the work of research, studies and curriculum center and choosing those having managerial and scientific competence and conducting its affairs.
20. Reconsidering the curriculum and what it transmits of the husks of knowledge, which lost its validity.
21. Encouraging students to gain knowledge from outside the items of the curriculum and using the arts of enticement for reading and learning and seeking more knowledge which brings positive benefit to the student's personality and enhances his talents.
22. Paying attention to the training of the teaching staff and giving them utmost importance in all fields for the development of their capabilities and dispatching the administrative and teaching faculty to outside the country, especially the developed countries to be familiar with their scientific and teaching experiences

The disaffiliation of the General Directorates of Education from the ministry to be linked to the Governorate is subject to the concept of decentralization in educational administration, which is one of the methods of administrative organization in which administrative activity sources are multiplied, and is based on the distribution of administrative function specializations between the central authority (Ministry of Education) and between the various administrative bodies, with each having independence in pursuing its administrative specialization, and in the framework set by the central authority, which is defined as the administrative control. These competences are determined either on a regional geographical basis (provincial) and Directorates of Education, or

on a functional educational basis and its bodies are called functional decentralized administrative bodies or decentralized bodies in educational administration.

Considering the diversity of the decentralized administrative systems and diversity of their trends and objectives and the different environment where it is applied, we will avoid identifying a rigid definition (static) for decentralization in educational administration due to the Iraqi peculiarity which is strongly changing and converting, and should not be placed in the framework of specific legal drafting that restricts it and makes it lose flexibility and required dynamics especially under putting this experience to the test in some directorates to draw lessons in the application whether positively or negatively.

The presence of shared local interests within the educational function limits in developing the educational process represents an important base in the decentralized system and to ensure the success and organization of that relationship entails the development of administrative policies and self-administered and self-implemented educational programs, which requires recognition of legal personality of the Directorate and other units affiliated to it (schools) and to subject these units to control of the central authority (Ministry of Education) and that this implementation should be phased after the completion of the pre-test and studying its results.

So it is a must that:

1. Recognition of the self-independence of the education and teaching directorates and their departments.
2. The presence of local interests within the educational administrative function limits influencing the community and its various activities and requiring sharing the educational decision-making.
3. Presence of central authority exercising control over the directorates and their units which are self-managed.
4. The gradual implementation of the self-executed educational administrative function after testing it.
5. Breaking the overlapping in functions between the departments of one Directorate and its difference between the other directorates in order to facilitate the administrative control process and unify the sources of decision-making.

In order to ensure the success of the service delivery improvement 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 Al-Karkh 2 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 Al-Karkh 2 Education Directorate, with the preparation of quarterly and annual progress and performance reports. The Director General of Al-Karkh 2 Education Directorate 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.

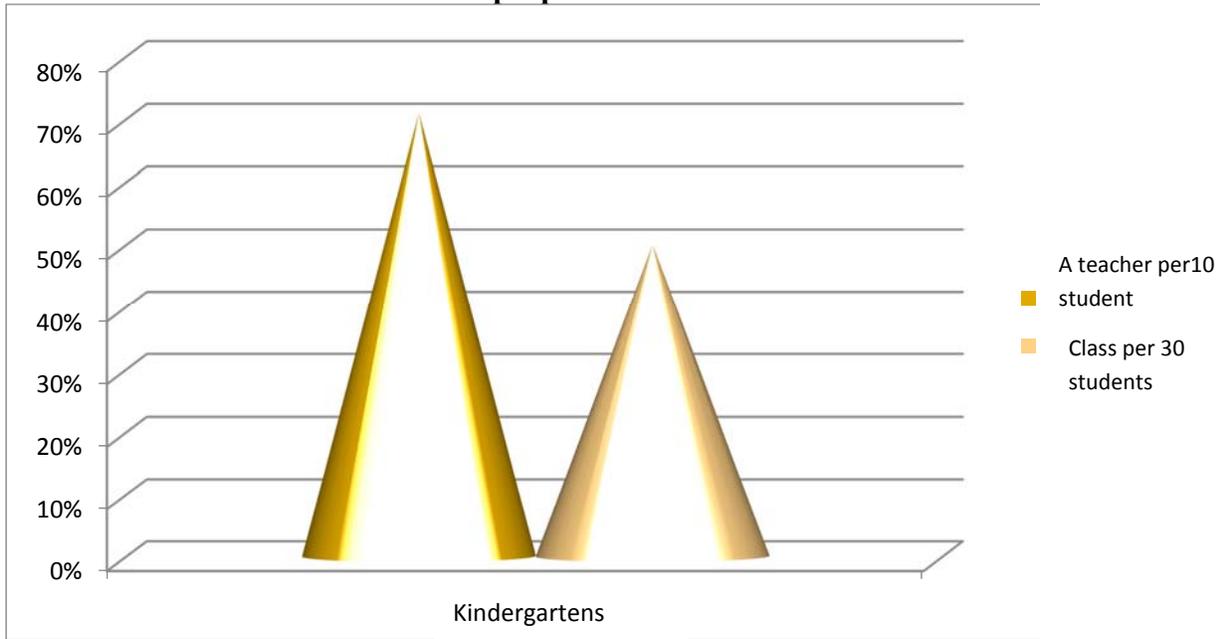
### **Recommendations proposed by Taqadum program for immediate solutions**

1. Issuing a resolution of the Council of Ministers including the granting of authority to the governor or the Minister of Education to acquire land for constructing school buildings and educational institutions
2. forming a committee for coordination between all relevant departments to facilitate the task of the person donating the land and transferring the ownership of the land to the Ministry of Education to build schools on its.
3. Issuing a resolution of the Council of Ministers including non-promotion of teachers and university teachers to sixth grade and primary school teacher to the seventh grade unless he is serving two years in outlying areas, and three years in remote areas
4. Re-activating the comprehensive schools system because of its impact on the development of the capacities and capabilities of the students and raising their academic level by applying the halls system, spaciousness of the area and providing all requirements related to the modern school.
5. Coordinating between the Ministries of Education and Higher Education in terms of increasing student's admission in the Faculties of Education for the departments of English language and kindergartens and first grade teachers due to the shortages. It is also possible to enroll some teachers having general specializations in rehabilitation and development courses for the teaching of English language
6. Activating the educational supervision through the application of experience of critical friend who contributes to the development of a plan for the development of the school and assessing the teaching faculties in a way that would achieve the desired goals
7. Activating the role of school administration by delegating powers to school principals through the school- based management project to apply the principle of decentralization
8. Constructing new schools able to accommodate the large number of students at being able to get a land plot (acquiring it) as the number of students in some schools reached 80 per classroom due to population growth and the large number of displaced people, or studying the possibility of building a second floor in the schools that withstand construction and taking advantage as much as possible of the vast yards in some schools to increase the number of classrooms and reduce the gap currently existing, or taking advantage of caravans in the future for many purposes (stores- science labs or library) and using the prefabricated (light structure) construction, which takes approximately six months for completion to be executed by reputable companies or renting some buildings.

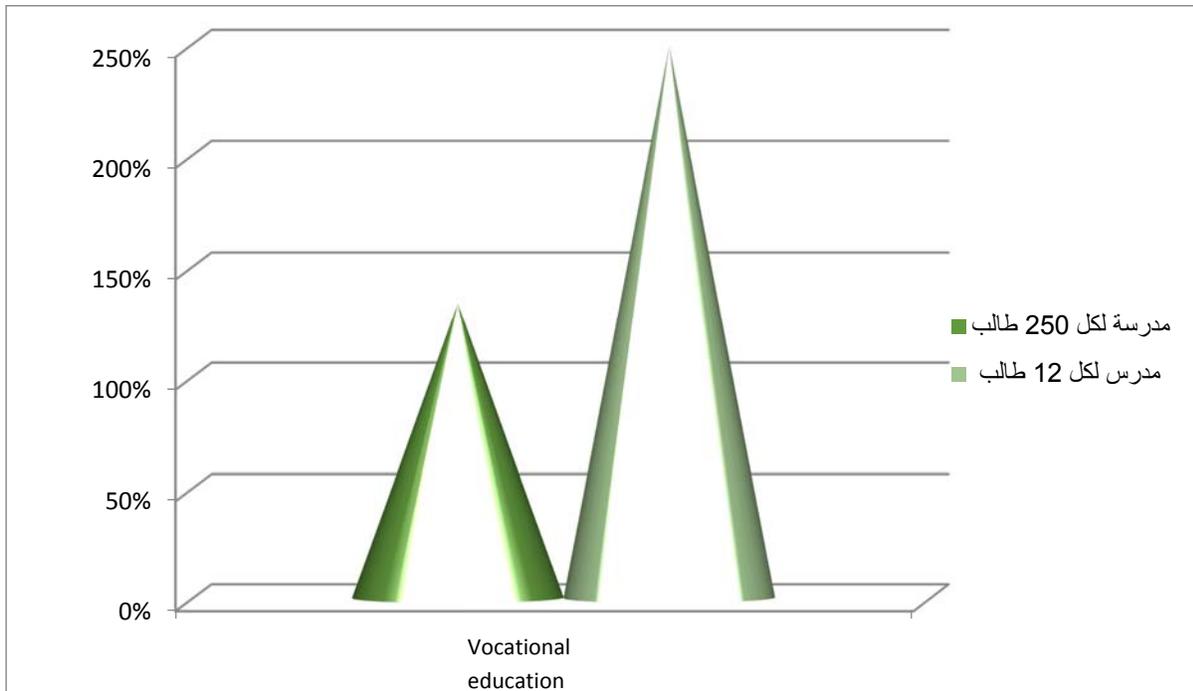
9. coordinating with the Municipality of Baghdad on some simple things required by the school like paving the school entrance, plantation or clearing the bathrooms.
10. Increasing the teaching aids and illustrations that make the school environment attractive for the student and to reduce the dropouts. These means will make the student love his lessons in addition to drilling the material in him.
11. The provincial education Directorates make serious efforts to distribute the teaching cadres fairly as it was noticed during the visits to some schools that there was a surplus in teachers in some schools against a lack of teaching staff in other schools.
  
12. Studying the possibility of making the curricula easier for some subjects due to the presence of difficulty in some curricula that makes the student complain, and thinking hard about how to facilitate the material to the student so that he can be able to absorb and make use of it and thus he will love these materials.
  
13. Increasing the development courses for teachers that introduce him to modern teaching methods and to be familiar with them, and seeking to apply them and provide their requirements as much as possible.
14. Increasing the class time which is now (40) minutes, as it is not enough for the student to learn, not to mention the attendance pressure which reaches (6-7) classes a day and this would strain the student in the advanced grades of primary level.
15. Paying attention by school administrations to student bathrooms, and the Educational Supervision must visit these bathrooms when they are visiting the schools as we have noticed during our field visits to some schools that the bathrooms are almost completely neglected while in others they are clean but locked to students, with many excuses from school administrations that there is no water or taps and no ventilators. The lighting is almost non-existent, and infection allocations for those in charge of cleaning them must be given.
  
16. Combating violence among students by correct scientific means, which reached to breaking the doors, windows and climbing on the ceiling fans and breaking speed regulators of the fans and the circuits too.... etc, through exploring the student's psychology and upbringing him correctly as upbringing comes before education, and taking advantage of the child-friendly schools project and circulating it to the rest of the schools which total now (39).
  
17. Increase lighting in the classroom because most of the schools visited are lacking in lighting although there are neon and bulbs but unfortunately they are out of order and that is why you see the classrooms as if they are bedrooms in which the students tend to drowsiness..
  
18. Paying attention to infrastructure of schools and conducting periodic maintenance works, as we noticed several leakages from ceilings in addition to the large number of damp areas. The roofs of some schools have not been repaired, with the termites crawling on the walls.
  
19. Implanting the national feeling in the student so that he knows that his school is his second home and that he must keep it tidy. This comes through educating the students at events and flag-hoisting ceremonies, and to hold the defaulting student responsible.

20. The wall-mounted electricity wires inside the classrooms must be repaired as they pose a major threat to the students and to assign monitors in each classroom, with teachers rotating and moving between the classrooms and yards to reduce bullying by students with each other during the intervals.
21. The need to make sudden field visits to schools by the Educational Supervision or some officials in Education Directorate to see the reality of the schools, some of which are in a lamentable condition, and pursuing the principle of reward and punishment for the good school administrations and for bad schools.
22. the need to increase logistic support to schools to enable them to make expansions in schools or build a second floor to accommodate the large number of students, or buying scientific books for the libraries or buying computers.
23. Paying attention to the need to set aside computer rooms and to encourage the students to use them because most of the schools visited have no computer room and some have no library, and if available it is too small for books.
23. Increasing the money and allocations for education directorates so that they can perform maintenance on the school buildings and buy whatever is necessary.
24. Paying attention to the arts and sports classes, which would attract the student and make him gain fitness and be sentimental, especially that some schools contain spaces to exercise basketball, volleyball or football or other types of sports.
25. Increasing the number of cleaning and service workers in schools and the need for a technician in the school to repair the wash stands or take care of the water tanks
26. Not to rely on electricity from the National grid at schools due to frequent outages and volatility. It is possible to use electricity from private generators after collecting monthly nominal fees from the students after discussing this matter with their parents and taking their approval.
27. The need for a workshop to repair the broken desks in schools or at the domain of each directorate.

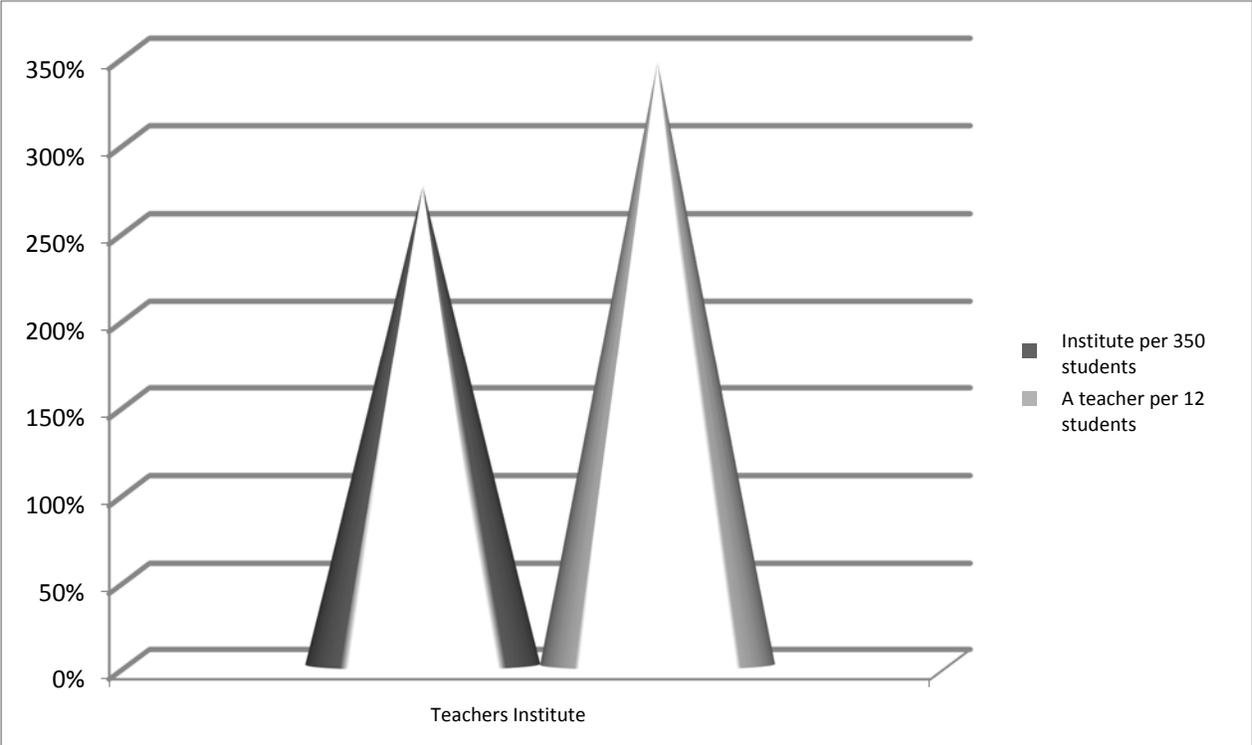
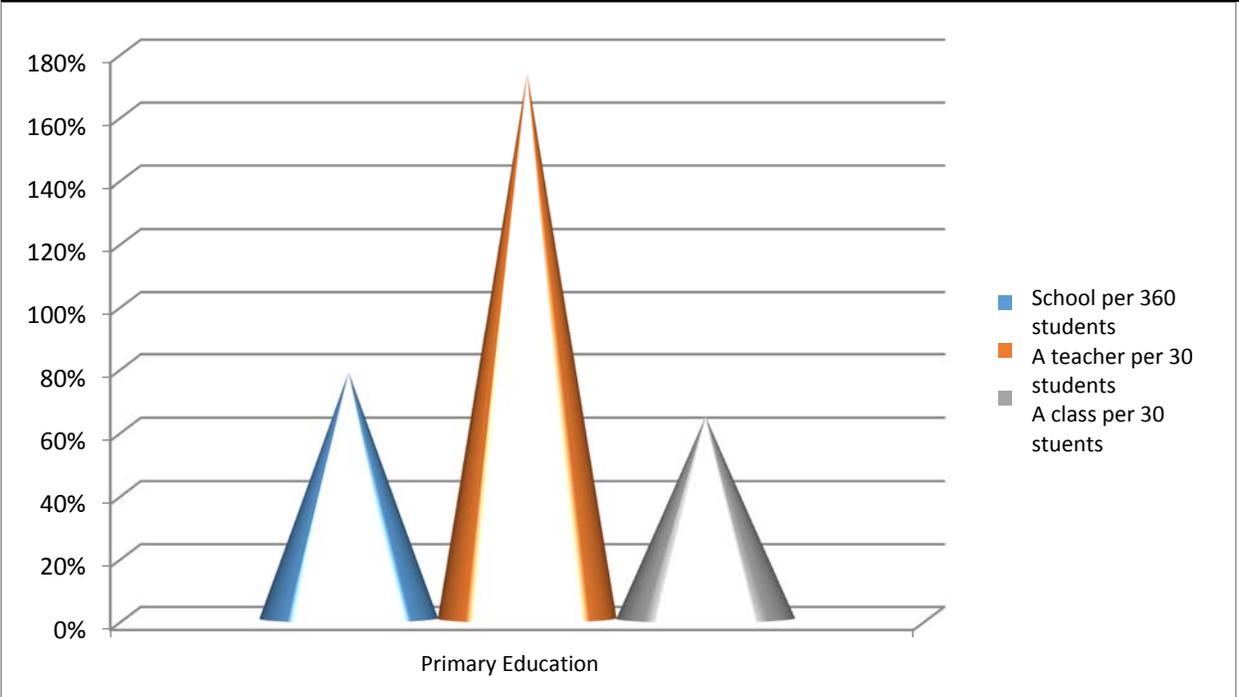
**Indicators of the General Directorate of Baghdad Education/ Al-Karkh 2 depending on the proposed standards**



VS



Service improvement plan for the Directorate General of Baghdad Education/ Second Al-Karkh- latest version 20/2/2015



Service improvement plan for the Directorate General of Baghdad Education/ Second Al-Karkh- latest version 20/2/2015

