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**Governance Strengthening Project
(GSP)**

Baghdad Rusafa 2 Education



Service Delivery Improvement Plan (SDIP)

Prepared by

Baghdad Rusafa 2 Education Directorate

In cooperation with

GSP/Taqadum

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Services Improvement Plan for the Education Sector for the Al Rusafa 2 Education Directorate

1. Introduction

This Service Delivery Improvement Plan is a holistic strategic action plan put in place in order to provide the educational and pedagogic service for the students of both genders within the coverage of the general directorate in Baghdad province/Rusafa 2. In accordance with the most cutting-edge educational and pedagogical genres and their betterment, the SDIP provides necessary requirements and enables the directorate to realize its goals in the short, medium, and long run. The SDIP has the potential to generate a vision in the long run for managing the directorate and simultaneously make sure that issues will be under control over time. The SDIP targets to assist the Baghdad Al Rusafa 2 Education Directorate fix these issues pertaining to raising its performance bar as well as the provision of the best services for the students.

Moreover, this plan comprises a couple of phases:

Phase 1: Identify the gaps found in the directorate and its affiliating districts and sub districts and for specific criteria/standards.

Phase 2: It is to come up with an SDIP to fix the issues relevant to the service delivery performance and put forward these instant and long term solutions for the gaps, if there are any.

2-Executive Summary:

The executive summary can give us a hint of what the status quo of the directorate looks like, technically speaking, where some global and local standards are adopted as a model to study the directorate's status. The analysis tools utilized demonstrated that gaps existed, which is done via calculating and reviewing the indicators found and comparing them against the standards, to which extent these gaps can directly have a bearing on the level of the performance and service delivered. In the light of that all, the gaps were ideally extracted, scrutinized, and immediate solutions figured for them as well as solutions in the long run which can largely and directly contribute to the betterment of the service delivered to the students and pupils, considering the Rusafa 2 Education Directorate covers plenty of schools and is confronted with big challenges, thus needs an elaborate study to try and figure out solutions for the problems it suffers from.

It is worth mentioning that the Al Rusafa 2 Education Directorate is considered the largest of the six education directorates in Baghdad and one of the largest in Iraq in terms of the number of schools it covers and the table below illustrates the number of the schools according to the annual statistics of the academic year 2013-2014:

Total number of schools	Number of guest schools	Number of kindergartens	Number of school buildings	Number of caravan schools	Number of faculty	Number of pupils and students
1086	396	50	549	47	30.238	713.470

The areas covered by the Rusafa 2 education directorate are:

1- Rusaf district includes the following sub-districts:

- a- Al Rusafa center
- b- Eastern Karrada including Za'faraniya
- c- New Baghdad subdistrict all the way to Sa'ada and Karama villages in Khan Beni Sa'ad subdistrict.

2-Mada'in district which includes the following sub-districts:

- a- Mada'in downtown sub-district
- b- Jisir sub-district
- c- Wihda sub-district
- d- Nahrawan sub-district

3-The challenges and the issues the Al Rusafa 2 education directorate is confronted with:

There are several challenges the Rusafa 2 education directorate is confronted with due to the high number of the schools and the challenges can be categorized according to the sectors: 1) financial, 2) infrastructures, 3) human resources, 4) procurements, etc.

***Financial:**

*The Al Rusafa 2 education directorate faces a cut-back in the fiscal allocations for the years 2013 and 2014, represented by the expenditures' items for purposes such as goods and services, maintenance, merchandizes, immovable assets procurement, and other expenditures. The monetary amounts allocated for the year 2013 was (17.813.154.028 IQDs) which dropped in 2014 down to (4.338.047.950 IQDs) by 76% percentile. Such drop down can negatively impact on the directorate's work and all the expenditure items, as well as the directorate's inability to purchase and own land lots and allocate them as schools made of caravans to mitigate the over crowdedness in some areas or pay the fees of lecturers working at some schools and the incentives for the employees, and the myriad of matters in need of integration and perpetual funding so that the directorate's work would go on in a proper manner and consequently the provision of better service for the students and all the areas.

***Infrastructure:**

*The Al Rusafa 2 education directorate suffers from the lack of school buildings which forced it to have two or three schools share one single school building (double/triple school attendance).

* The directorate lacks a building of its own that combines all its departments at one venue, which resulted in seven departments to locate outside of the directorate and thus the difficulty of monitoring the work of the departments.

* The directorate suffers from the lack of land lots allocated for the Ministry of Education so that the latter could build on them schools or kindergartens, especially in the peripherals/suburbs (such as Ubaidi, Kamalia, Ma'amil, areas on the peripherals of Mada'in).

* The directorate suffers from the lack of enough classrooms in the one school and hence the high number of the students crammed up in a classroom.

* The directorate suffers from some of the obsolete buildings and its inability to evict them due to the lack of substitute buildings in the same area.

* Some school buildings were demolished by some companies and there occurred lagging in the work completion, consequently the lack of school buildings available in that region.

* There's a lack of the warehouses affiliated to the directorate and the available ones are not enough to store the school supplies (such as books, stationary, desks, etc.).

* Some school buildings were occupied by the internally displaced families coming from the hot zones, negatively impacting on the number of the school buildings which is basically few.

* There are cases of trespassing (squatters) on the land lots and the lack of response on the part of the concerned agencies to help evacuate them.

Human resources:

*One of the challenges, among others, the directorate faces is the lack in the faculty in general and for specific subjects in particular. Also, the lack in the faculty in the peripheral areas (suburbs) such as: Mada'in precinct and its vicinity, Nahrawan precinct, Ubaidi, Kamaliya, Alfdhiliya, and Ma'amil. There is also a lack in the faculty of teachers for kindergartens due to the lack of sufficient job vacancies and the lack of willingness on the part of elementary and secondary teachers to go and teach in the suburbia.

* There exists special permits and nepotism in the transfers from the suburbs to city downtown, which results in a surplus in the faculty in the city center and its lack in the suburbs.

* Many maternity leaves and sabbatical leaves, and unpaid leaves which can have their effect on the teaching faculty.

4-Work phases in the development of the SDIP:

The Al Rusafa 2 education directorate, in collaboration with GSP/Taqadum sponsored by the USAID, completed the Gap Analysis Model which was proposed by the project in order to effectively contribute in gap analysis.

The significance of the gap analysis model in the services delivered to the citizens lies in the following:

- 1-The use of a scientific method in analyzing all the elements that can affect and trigger the gap in the indicator of the services delivered to the students in comparison with the regular standard,
- 2- Prioritizing the elements affecting the gap in the services by their intensity,
- 3- Figuring out these immediate and long term solutions to try and find the elements triggering the gap, and thus reducing it,
- 4- The results of the analysis which represent the immediate and long term proposed solutions will be inputs for generating the concerned service improvement plan in the directorate

*The successful usage of the gap analysis model can obtain meticulous results that can in turn assist in determining the proper, real-time, and feasible solutions in mitigating the gap and improving the service.

Analysis of the elements triggering the gap found in service delivery:

This includes 13 elements relevant to one of the above mentioned service standards pertaining to the administrative, legal, financial, and technical aspects. After the analysis was done, vulnerabilities/deficiencies were determined in every element and the percentage of influence it has on the gap. Afterwards, the most influential elements on triggering the gap were selected. Rusafa 2 Education Directorate has determined these elements and placed their immediate and long term solutions, which can effectively contribute in mitigating the gap value. In the next chapter, all performance indicators shall be analyzed compared against the standards and by using analysis elements in detail. Finally, solutions for the elements influencing the gap the most shall be placed.

5-Progressive Approach:

SDIP comprises the following questions:

1. Where are we now?
2. Where do we want to be?
3. How can we get there?
4. How can we make sure we make it/succeed?

5.1 "Where are we now?"

To begin with, we should be familiar with and scrutinize the directorate's status, how its performance like in delivering the education service to the students, how it plans to raise the education performance bar, only then we can figure out the answer. The "where are we now" data can be obtained by utilizing the relevant software and they are:

*First: SWOT analysis to diagnose the strengths, weaknesses, opportunities, and threats.

*Second: Key performance indicators analysis, to analyze vital performance indicators.

These two methods can help understand and outline the environment and performance for the directorate.

SWOT analysis, however, can help pin-point realistic short, medium, and long term goals so that the following would be achieved:

- *Weaknesses corrected,
- * Fortes cemented,
- *Opportunities seized, and
- * Visions realized.

First: SWOT Analysis for the Rusafa 2 Education Directorate:

***Strengths:**

- 1-Education researches and their diagnosis of whatever the education process involves.
- 2- Support of higher-ups for the Ministry of Education.
- 3- Highly qualified teaching, pedagogic, and technical faculties.
- 4- There exist several colleges of education and basic education which provide the directory with qualified faculties.
- 5- There exist schools for the talented students, students with special needs, and education merger.
- 6- Performance assessment carried out by the quality control section at the directorate is adopted as a basis for adjusting the vulnerabilities and correcting them.
- 7- Vocational education is having a breakthrough in evolving itself via opening car maintenance shops, making prosthetics, and opening new sections for computer, where all these sections in addition to the originally existing sections at vocational teaching institutes, all can contribute in attracting the students to study at those institutes, thus contributing in the provision of medium staff serving the community.
- 8- Through the technological evolution, the directorate started utilizing smart boards and computers in several schools as well as conducting training courses for electronic governance.

***Weaknesses (vulnerabilities):**

- 1-Flabby staff and the lack of a by-law for the directorate
- 2- Cutting-edge technology or visual/audio aids used by the teacher while presenting the subject are not adopted in most cases due to the lack of the necessary supplies, labs, libraries on school campus, and lack of computerized curricula.
- 3- The training courses are very old school and have nothing new to them; they are based on obsolete information and require modern methods such as: brainstorming, role playing, etc. Further, the training card for faculties is not adopted which can help every teacher get their fair share of training courses.
- 4- Low number of schools and the high density of students at school, resulting in crammed classrooms.

- 5- Lack of an emergency plan, for instance, the lack of an alternative education compound for emergency cases such as terror and the like; the lack of an action plan based on which the parents can teach their kids at home and electronically keep track on that.
- 6-Lack of expenditures on educational areas and activities such as scientific research, education of seniors, and literacy
- 7- Some schools adopt violent and abusive ways when disciplining students, verbal abuse, and mentally pressuring the students and pushing them around.
- 8- The school health and nutrition systems are not adopted.
- 9- The desperate need for training the teaching and pedagogic faculties in a way consistent with the training evolution around the globe.
- 10- Fragile school activity, sports, practical work due to the few school buildings resulting in dual and triple school attendance (two/three schools sharing the same building) and hence the lack of those activities.
- 11-Weak school and sports activities as well as the actual practice due to the lack of school buildings, resulting in the dual and triple school attendance and thus lack of these activities
- 12-Lack of fiscal allocations in the Regions development plan for building new schools or adding classrooms; also lack of the operation budget, leading to a weakness in maintaining the buildings, and lack of supplies, fuel, etc.
- 13-Some of the directorate's school buildings are obsolete, which requires funds to rehabilitate, demolish, and reconstruct them.
- 14-Some contracting companies are reluctant to implement school buildings.

Opportunities:

- 1-International organizations and donors of countries can be utilized in supporting the education-oriented projects such as accelerated education, teaching aids, social and psychological support, supplies, conducting training courses to increase the teacher's competence, building new schools or adding more classrooms.
- 2-Privitization of education is considered one of the key opportunities in mitigating the crowdedness happening in schools.
- 3-The possibility to send teachers abroad for developmental training courses or to pursue their postgrad studies
- 4-The possibility to turn our schools and teaching facilities into think tanks and scientific research hubs
- 5-Providing the right environments to exercise the outside-classroom (outdoor) activities such as playing sports, art, and culture.
- 6-Making sure that there's Internet access and school libraries
- 7-Sufficient numbers of college grads which can contribute in providing public and private schools with the good faculties and staff.
- 8-Monetary allocations by the province (Regions' development) for the purpose of building schools and adding more classrooms

Threats:

- 1-High number of school dropouts due to their families' inability to afford their kids clothes, shuttle services, and other expenses for the students, or they drop out to help support their families.
- 2-Derelection in preparing/training the elementary and secondary teachers, rehabilitating them, not being provided with renewed capacities in his specialty, underestimated social values-wise, not cherishing his message, and not providing the occupational cover/protection for them.
- 3-Lack of teachers teaching certain subjects, rare specialties such as English language, chemistry, and some other specialties, in addition to lack of kindergartens teachers.
- 4-The monetary incentive for the teachers working in the remote areas is modest and thus the schools remain lacking in teaching staff/faculties in the suburbs and the their surplus in city downtowns.
- 5-There's a drop in the learning curve for the schools based in the suburbs as the majority of the faculty members dwell in city centers and therefore all the new hires are forced to teach for at least three years in the suburbs, which results in the accumulation of teaching expertise in the center but their lack in the suburban schools.
- 6-Braindrain and teachers' quitting their jobs in pursuit of better and more rewarding paying endeavors
- 7-In consistent with the scientific evolutions in the region and worldwide, as well as the swift technological development that occurred in the last few years, there's a perpetual change in the curricula versus vulnerabilities in the teaching staff and its need for continuous training courses.
- 8- Some relevant agencies are irresponsive in regards to terminating trespassing on the premises affiliating to the directorate or locating an elsewhere for housing the Internally Displaced people occupying some school buildings.

Second: Performance Indicators:

GSP/Taqadam adopted the globally unified standards for taking the teaching reality up to the next level, upgrading the directorate's work, supporting the local government for the betterment of the oversight and monitoring on the delivery of services in order to raise the bar for the services delivered to the students and pupils on an equal basis with the civilized world countries. GSP/Taqadam proposed 12 standards, where each was separately analyzed and studied, the gaps identified, and the gaps addressed as shown in the below table:

Proposed Standards	Area	No.
One teacher per 18 children	Kindergartens	1.
One classroom per 30 children		

One school per 360 pupils	Elementary schools	2.
1 teacher per 30 pupils		
1 classroom per 30 pupils		
1 school per 450 students	Secondary schools	3.
1 teacher per 25 students		
1 classroom per 30 students		
1 school per 250 students	Vocational schools	4.
1 teacher per 12 students		
1 institute per 350 students	Teachers' Training Institutes	5.
1 teacher per 15 students		

The Al Rusafa 2 education directory has studied these standards and reviewed the performance indicators comparing them to the unified standards and spotting the vulnerabilities, determining the gap value, and putting forward these recommendations that can contribute in upgrading the service delivery performance directorate-wide. The table below shows how the gaps are extracted through studying indicators along with the unified standards:

Ministry of Education's Indicators/Rusafa 2 education directorate for the academic year 2013-2014

No.	Area	Proposed standards	Indicators	Calculating indicators	Standard's actual value	Gap scope
1	kindergartens	1 teacher per 18 kids	Total number of kids: 14454 Total number or teachers: 492 $14454/492=29$ 1 teacher per 29 kids	$18/29 \times 100 = 62\%$	62%	38%
		1 classroom per 30 kids	The total number of kids: 14454 The total number of classrooms:277 $14454/277=52$ 1 classroom per 52 kids	$30/52 \times 100 = 58\%$	58%	42%
2	Elementary	1 school per 360 pupils	The total number of pupils: 375303 The total number of schools: 497 $375303/497=755$ 1 school per 755 pupils	$360/755 \times 100 = 48\%$	48%	52%
		1 teacher per 30 pupils	The total number of pupils: 375303 The total number of teachers: 13047 $375303/13047=29$ 1 teacher per 29 pupils	$30/29 \times 100 = 103\%$	103%	0%
		1 classroom per 30 pupils	The total number of pupils: 375303	$30/48 \times 100 = 62\%$	62%	38%

			The total number of classrooms: 7758 $375303/7758=48$ 1 classroom per 48 pupils			
3	Secondary	1 school per 450 students	Students gross number: 157382 Schools gross number: 243 $157382/243=648$ 1 school per 648	$450/648 \times 100 = 69\%$	69%	31%
		1 school per 25 students	Students gross number: 157382 Teachers gross number: 7694 $157382/7694=20$ 1 teacher per 20 students	$25/20 \times 100 = 125\%$	125%	0%
		1 classroom per 30 students	Students gross number: 157382 Classrooms gross number: 3605 $157382/3605=44$ 1 classroom per 44 students	$30/44 \times 100 = 68\%$	68%	32%
4	Vocational	1 school per 250 students	Students total number: 4748 Schools total number: 26 $4748/26=183$ 1 school per 183 students	$250/183 \times 100 = 137\%$	137%	0%
		1 teacher per 12 students	Students total number: 4748	$12/5 \times 100 = 240\%$	240%	0%

			Teachers total number: 953 $4748/953=5$ 1 teacher per 5 students			
5	Teachers' Training Institutes	1 institute per 350 students	The total number of students: 601 The total number of institutes: 6 $601/6=100$ 1 institute per 100 students	$350/100 \times 100 = 350\%$	350%	0%
		1 teacher per 15 students	The total number of students: 601 The total number of teachers: 138 $601/138=4$ 1 teacher per 4 students	$15/4 \times 100 = 375\%$	375%	0%

*The standards in which a gap was registered only according to the indicators recorded in the directorate and as it was calculated above, shall be studied as well as every indicator shall be studied in detail, along with generating immediate and long term solutions and propositions:-

Kindergartens' indicator according to standard (1) a teacher per (18) kids: There's a lack in the faculty for teaching kids as the total number of the registered children according to 2013-2014 census is 14.454 and the total number of the teachers registered in the same year's census is (492). Thus, the indicator is (1) teacher per (29) children, resulting in a gap of 38% percentile.

The elements triggering the gap and the scope of its influence:

1-Human resources: Faculty can have a substantial impact as kindergarten needs a specialized staff and well-informed of all the kid's needs; it's not permissible to provide a substitute faculty from elementary schools or any other specialty as a kid requires a special care, such lack of faculty triggers the gap in this area.

2-Fiscal affairs: The deficiency in the financial budget can negatively influence the provision of the faculty specialized in kindergartens, as well as the building of new classrooms or

kindergartens, purchase of land lots for constructing new kindergartens because of the large interrelation between the faculty and the building and they overall can impact on the size of the gap in this area.

3-Infrastructures: The reasons for the gap in this area are lack of buildings for kindergartens and hence the one classroom is crammed up with lots of kids in some areas, and the lack or shortage of kindergartens in the suburbs.

4-Capacity building: This can have a certain influence as the kids need a full-fledged and pretty familiar with the needs and requirements of kids.

5- Coordination: This can have its impact infrastructure-wise as there are a lot of issues with allocating and owning land lots for the purpose of building. Through well-coordination between the Ministry of Education and the rest of ministries, the gap shall be mitigated.

6-Political interventions: These can have a limited impact.

7-Security situations: Several female teachers specialized in kindergartens can not make it to some of these kindergartens in certain areas attributed to the security circumstances.

For the rest of the elements: jurisdictions, technical obstacles, maintenance and operation, logistic support, and supplements, these don't affect that gap.

The above account demonstrates that the below elements have the highest influence on the gap: 1)fiscal affairs, 2) human resources, 3) infrastructures, for which immediate and long run solutions and propositions shall be figured out.

<u>No.</u>	Standard	Basic elements order (i.e. these had no. 3/the highest impact, contributing in reducing the gap value according to the priority	Immediate solutions	Long run solutions
1.	1 teacher per 18 kids	"Financial affairs: lack in the operational and investment budgets, and Regions development"	Renovation of classrooms in kindergartens to give longevity to old buildings as a temporary solution until the investment and operational budgets are released	Demanding that the MOE's cut of the investment budget and Regions Development from the provincial council for the coming years, demanding it be

			and the Ministry of Education's budget for 2015 becomes known and is benefited from.	increased for raising the odds of building new kindergartens and owning new land lots or leasing buildings and using them as kindergartens, as well demanding job vacancies to hire teachers for kindergartens.
		Human resources	<p>Transfer of female teachers specialized in teaching kindergartens from schools to kindergartens (mandatory transfer).</p> <p>-Paying extra incentives and per diems for kindergartens' female teachers (monetary and sentimental).</p>	<p>-Coordination with the Ministry of Higher Education to open departments for kindergartens at all Colleges of Education and Basic Education as well as at the private colleges, and providing MOE with specialized teachers in teaching kindergartens.</p> <p>-Providing employment opportunities for the grads of kindergartens departments provided that the vacancies are open for all graduation years, rather than the grads of the last two years only.</p>
		"Infrastructures: lack of buildings, obsolete buildings"	-Constructing new kindergartens in all areas as well as building new classrooms in the pitches of old kindergartens.

				- Building model kindergartens of cutting-edge and International specs.
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***Kindergartens' indicator according to standard (1) classroom per (30) kids:** There exists a lack in the kindergartens' number and thus a lack in the classrooms' number as the total number of kids registered with 2013-2014 census is (14.454) and the total number of the classrooms registered in the same year is (277), and so the indicator is (1) classroom per (52) kids, causing the gap to exist of 42% percentile.

The elements triggering the gap and the scope of its influence:

1-Fiscal resources: The deficiency in the investment budget and Regions Development can negatively impact on building kindergartens, the addition of new classrooms, purchasing and owning the lands for the purpose of constructing kindergartens on them..

2-Infrastructure: This is considered the main reason the gap exists in this area, which is the lack of buildings set for kindergartens as the single classroom is crammed with kids in some areas (Baghdad suburbs suffer from the lack of kindergartens).

3-Jurisdictions: If legal, financial and administrative jurisdictions were made available to transfer the ownership of the assets or land lots from a particular ministry to the Ministry of Education, new kindergartens shall be constructed and thus that gap reduced.

4-Coordination: It can affect the infrastructure as there are many issues relevant to lands allocated for construction. Good coordination between Ministry of Education and the rest of ministries can incredibly mitigate that gap.

5-Political interventions (Lobbying): This can influence the new constructions of kindergartens exclusively in some areas in order to get political gains and endorsements by the folks living there despite the fact that they don't need it, and simultaneously depriving other areas of building schools, which they are in desperate need for.

6-Maintenance and operating: Kindergartens and all school buildings require perpetual maintenance and keeping so that they'd be functional for use by the faculty and pupils as well as giving longevity to the building.

7-Security situations: The Ministry of Education has land lots in some areas that have been squatted by certain individuals or agencies, which unless restored and allocated as educational buildings (kindergartens), that gap shall be then reduced.

The above explanation shows that the following elements have the highest influence on the gap: 1-fiscal affairs, 2-infrastructure. Instant and long term solutions and suggestions shall be figured out for these elements.

No.	Standard	Basic elements order (i.e. these had no. 3/the highest impact, contributing in reducing the gap value according to the priority	Immediate solutions	Long run solutions
2.	1 classroom per 30 kids	"Financial affairs: Lack of the operational and investment budgets, and regions development."	Pursuing to work with the ratio 1/18 according to the Ministry of Finance's manual as a temporary solution and benefiting from renovating kindergartens, repairing damaged roofs, which can result in augmenting the endurance of old buildings.	-Demanding that the cut of the Ministry of Education from the investment plan and regions development for the coming years, demanding it be increased, and allocating a big chunk of that cut to build new kindergartens or the leasing of buildings and setting them for building new kindergartens.
		"Infrastructures: lack of buildings, outdated buildings)"	-Building kindergartens in several areas, as well as building new classrooms in the playgrounds/pitches of old schools. -Adoption of ready-made construction style for the purpose of speed of completion. -Adoption of contracting with global prestigious

				companies to build schools of worldwide model specs.
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Elementary schools indicators according to standard #1school per 360 pupils: There's a lack in the number of elementary schools, hence they are crammed up with pupils, resulting in double and triple school day, as the total number of elementary schools according to 2013-2014 statistics is 497 and the total number of the pupils registered in that same year is 375303 kids. Therefore, the indicator is 1 school per 755 pupils triggering the gap of 52% percentile.

The elements triggering the gap and the scope of its influence:

1-Fiscal resources: The deficiency in the investment budget and Regions Development can largely impact on building elementary schools, the addition of new classrooms, purchasing and owning the lands for the purpose of constructing schools on them.

2-Infrastructure: Schools are over crowded and crammed due to the small number of schools and classrooms especially in these highly-populated areas. The more the schools and classrooms are, the less the gap shall be.

3-Jurisdictions: If legal, financial, and administrative jurisdictions were made available to transfer a building, premises, or a piece of land from a particular ministry to the Ministry of Education, new schools shall be constructed and thus the gap reduced.

4-Coordination: It can affect the infrastructure as there are many issues relevant to lands allocated for construction. Good coordination between Ministry of Education and the rest of ministries can incredibly mitigate that gap.

5-Political interventions (Lobbying): This can influence the new constructions of schools exclusively in some areas in order to get political gains and endorsements by the folks living there despite the fact that they don't need it, and simultaneously depriving other areas of building schools, which they are in desperate need for.

6-Maintenance and operating: All school buildings require perpetual maintenance and keeping so that they'd be functional for use by the faculty and pupils as well as giving longevity to the building.

7-Security situations: The Ministry of Education has land lots in some areas that have been squatted by certain individuals or agencies, which unless restored and allocated as educational buildings (elementary schools), that gap shall be then reduced.

The above explanation shows that the following elements have the highest influence on the gap: 1-fiscal affairs, 2-infrastructure. Instant and long term solutions and suggestions shall be figured out for these elements.

<u>No.</u>	Standard	Basic elements order (i.e. these that got no. 3/the highest impact, contributing in mitigating the gap value and according to priority	Immediate solutions	Long run solutions
3.	1 school per 360 pupils	"Financial affairs (lack of the operational and investment, and regions development"	Continuing to function with the ratio 1/18 and according to the MOF's manual as a temporary solution, and benefitting from renovating schools, and backing up the damaged roofs, resulting in augmenting the endurance of old buildings. Also, purchasing and putting up caravans to be used as school classrooms and supplied with all the requirements, thus the gap mitigated.	Demanding that the MOE from the investment plan for the coming years, and allocating a big chunk of it for building new schools and purchasing new land lots or leasing buildings, and use them as elementary schools -Building schools in several areas and building new classrooms in the playgrounds of old schools. -Adopting the style of ready-made buildings, to ensure speedy completion. - Resorting to contracting with prestigious worldwide companies for building schools of global model specs. -Figuring out solutions for these reluctant companies, or terminate working with them and refer work to prestigious companies to complete these schools put on hold or lagging.
		"Infrastructures: (lack of buildings /old buildings)"		

Elementary schools indicator according to standard #1 classroom per 30 pupils:

Elementary schools are lacking in number, hence lacking in the number of classrooms, resulting in a cramped up of pupils in the one single classroom, as the gross number of classrooms according to 2013-2014 statistics is 7758 and that the gross number of the pupils registered in the same year is 375303 kids, we can conclude that the indicator is 1 classroom per 48 pupils, which can cause a gap of 38% percentile.

The elements causing the gap and the extent of its influence:

- Fiscal resources: The investment budget and regions development whose lack can have a tremendous influence on building high schools, adding new classrooms, or purchasing and owning lands for the purpose of constructing schools on them.
- 2- Infrastructure: The schools are overcrowded with students due to their small number and few classrooms especially in the highly populated areas. Once the schools and classrooms are increased in number, the gap scope is mitigated.
- 3- Jurisdictions: If legal, financial, and administrative authorities were made available to transfer a building, premises, or a piece of land from a specific ministry to the Ministry of Education, then new schools constructed and the gap reduced.
- 4-Coordination: This can have its influence infrastructure-wise, as there are a lot of issues with allocating land lots for construction and with good coordination between Ministry of Education and the rest of ministries, and then the gap shall be reduced.
- 5-Political interventions: These can influence the new constructions as schools are built in some areas to obtain political gains from the residents of those areas despite the fact that these areas don't really need the construction and at the same time depriving other areas in desperate need for the construction of these schools.
- 6-Maintenance and operation: High schools and all school buildings need constant maintenance so that they can be functional for the faculty and students, and to grant longevity to the building's age.
- 7-Security circumstances: In some areas, there are land lots affiliated to the Ministry of Education that were squatted down by individuals or certain agencies, which if restored and allocated as education buildings (High Schools), the gap shall be reduced.

We can conclude from the above explanation, the following elements have the highest influence on the gap: 1)fiscal affairs, 2)infrastructure, immediate and long term solutions and suggestions shall be figured out.

<u>No.</u>	Standard	Basic elements order (i.e. these that got no. 3/the highest impact, contributing in	Immediate solutions	Long run solutions
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		mitigating the gap value and according to priority		
4.	1 classroom per 30 pupils	"Financial affairs (lack of the operational and investment, and regions development"	Continuing to function with the ratio 1/18 and according to the MOF's manual as a temporary solution, and benefitting from renovating schools, and backing up the damaged roofs, resulting in augmenting the endurance of old buildings. Also, purchasing and putting up caravans to be used as school classrooms and supplied with all the requirements, thus the gap mitigated and provision for ventilation and lighting.	<p>Allocating a big chunk of the MOE's cut in the investment plan for building new schools and purchasing new land lots or leasing buildings, and use them as elementary schools</p> <p>-Building schools in several areas and building new classrooms in the playgrounds of old schools.</p> <p>-Adopting the style of ready-made buildings, to ensure speedy completion.</p> <p>- Resorting to contracting with prestigious worldwide companies for building schools of global model specs.</p> <p>-Figuring out solutions for these reluctant companies, or terminate working with them and refer work to prestigious companies to complete these schools put on hold or lagging.</p>
		"Infrastructures: (lack of buildings /old buildings)"		

High Schools' indicator according to standard no. 1 school per 450 students: High schools are lacking in number, crammed with students, double and triple school attendance (i.e. two or three schools using the same school building), as the total number of high schools according to 2013-2014 statistics is 343 and the total number of high school students registered in that same year is 157382. So, the indicator is 1 school per 648 students, resulting in a gap of 31% percentile.

Elements triggering the gap and the scope of its influence:

- 1- Fiscal resources: The investment budget and regions development whose lack can have a tremendous influence on building high schools, adding new classrooms, or purchasing and owning lands for the purpose of constructing schools on them.
- 2- Infrastructure: The schools are overcrowded with students due to their small number and few classrooms especially in the highly populated areas. Once the schools and classrooms are increased in number, the gap scope is mitigated.
- 3- Jurisdictions: If legal, financial, and administrative authorities were made available to transfer a building, premises, or a piece of land from a specific ministry to the Ministry of Education, then new schools constructed and the gap reduced.
- 4-Coordination: This can have its influence infrastructure-wise, as there are a lot of issues with allocating land lots for construction and with good coordination between Ministry of Education and the rest of ministries, and then the gap shall be reduced.
- 5-Political interventions: These can influence the new constructions as schools are built in some areas to obtain political gains from the residents of those areas despite the fact that these areas don't really need the construction and at the same time depriving other areas in desperate need for the construction of these schools.
- 6-Maintenance and operation: High schools and all school buildings need constant maintenance so that they can be functional for the faculty and students, and to grant longevity to the building's age.
- 7-Security circumstances: In some areas, there are land lots affiliated to the Ministry of Education that were squatted down by individuals or certain agencies, which if restored and allocated as education buildings (High Schools), the gap shall be reduced.

We can conclude from the above explanation, the following elements have the highest influence on the gap: 1)fiscal affairs, 2)infrastructure, immediate and long term solutions and suggestions shall be figured out.

<u>No.</u>	Standard	Basic elements order (i.e. these that got no. 3/the highest impact, contributing in mitigating the gap value and according to priority	Immediate solutions	Long run solutions
5.	1 school per 450 students	"Financial affairs (lack of the operational and investment, and regions development"	Continuing to function with the ratio 1/18 and according to the MOF's manual as a temporary solution, and benefitting from renovating schools, and backing up the damaged roofs, resulting in augmenting the endurance of old buildings. Also, purchasing and putting up caravans to be used as school classrooms and supplied with all the requirements, thus the gap mitigated.	Demanding that the MOE from the investment plan for the coming years, and allocating a big chunk of it for building new schools and purchasing new land lots or leasing buildings, and use them as elementary schools -Building schools in several areas and building new classrooms in the playgrounds of old schools. -Adopting the style of ready-made buildings, to ensure speedy completion. - Resorting to contracting with prestigious worldwide companies for building schools of global model specs. -Figuring out solutions for these reluctant companies, or terminate working with them and refer work to prestigious companies to complete these schools put on hold or lagging.
		"Infrastructures: (lack of buildings /old buildings)"		

Secondary Schools' indicator according to standard 1 classroom per 30 students:

Classrooms are lacking in number in secondary schools (the schools that combine both junior and high school grades) as the latter are lacking in number in the first place, hence crammed up with students. Given that the total number of classrooms according to 2013-2014 statistics is 3605 and the total number of the registered students in the same year is 157382, the indicator is 1 classroom per 44 students, thus a gap of 32% percentile.

Elements triggering the gap and the scope of its influence:

- 1- Fiscal resources: The investment budget and regions development whose lack can have a tremendous influence on building high schools, adding new classrooms, or purchasing and owning lands for the purpose of constructing schools on them.
- 2- Infrastructure: The schools are overcrowded with students due to their small number and few classrooms especially in the highly populated areas. Once the schools and classrooms are increased in number, the gap scope is mitigated.
- 3- Jurisdictions: If legal, financial, and administrative authorities were made available to transfer a building, premises, or a piece of land from a specific ministry to the Ministry of Education, then new schools constructed and the gap reduced.
- 4-Coordination: This can have its influence infrastructure-wise, as there are a lot of issues with allocating land lots for construction and with good coordination between Ministry of Education and the rest of ministries, and then the gap shall be reduced.
- 5-Political interventions (lobbying): These can influence the new constructions as schools are built in some areas to obtain political gains from the residents of those areas despite the fact that these areas don't really need the construction and at the same time depriving other areas in desperate need for the construction of these schools.
- 6-Maintenance and operation: High schools and all school buildings need constant maintenance so that they can be functional for the faculty and students, and to grant longevity to the building's age.
- 7-Security circumstances: In some areas, there are land lots affiliated to the Ministry of Education that were squatted down by individuals or certain agencies, which if restored and allocated as education buildings (High Schools), the gap shall be reduced.

We can conclude from the above account, the following elements have the highest influence on the gap: 1)fiscal affairs, 2)infrastructure, immediate and long term solutions and suggestions shall be figured out.

<u>No.</u>	Standard	Basic elements order (i.e. these that got no. 3/the highest impact, contributing in mitigating the gap value and according to priority	Immediate solutions	Long run solutions	
6.	1 classroom per 30 students	"Financial affairs (lack of the operational and investment, and regions development"	Continuing to function with the ratio 1/18 and according to the MOF's manual as a temporary solution, and benefitting from renovating schools, and backing up the damaged roofs, resulting in augmenting the endurance of old buildings. Also, purchasing and putting up caravans to be used as school classrooms and supplied with all the requirements, thus the gap mitigated.	<p>Demanding that the MOE from the investment plan for the coming years, and allocating a big chunk of it for building new schools and purchasing new land lots or leasing buildings, and use them as secondary schools</p> <p>-----</p> <p>-Building schools in several areas and building new classrooms in the playgrounds of old schools.</p> <p>-Adopting the style of ready-made buildings, to ensure speedy completion.</p> <p>- Resorting to contracting with prestigious worldwide companies for building schools of global model specs.</p> <p>-Figuring out solutions for these reluctant companies, or terminate working with them and refer work to prestigious companies to complete these schools put on hold or lagging.</p>	
		"Infrastructures: (lack of buildings /old buildings)"			

*After the standards proposed and developed by GSP/Taqadum had been studied, it was agreed that site visits shall be conducted for a model made up of two schools and GSP/Taqadum suggested new standards (some of them were amended and according to the standards adopted by the Ministry of Education) and calculating the indicators taken from these two schools. So, the Merji'yoona and Ashur elementary schools were visited and the indicators were recorded according to the below table: _

Marji'iyun Elementary: Number of pupils (920), Number of classrooms (19), Classroom area (30 square meters), Classroom area (1200 ms²), Number of bathrooms (7), number of faucets (9).						
<i>Unit of measurement</i>	<i>description</i>	<i>Data required for standard measurement</i>	<i>Standard unit</i>	<i>Indicator calculation</i>	<i>Standard description</i>	<i>stand</i>
375.303	<i>Number of pupils covered by the directorate</i>	<i>Total number of pupils</i>	$39+48+52+75+62=276$ <i>divided by 5=</i> 55.2%		<i>This standard stands for the area of the school building, which is proportionate to the pupils' number.</i>	Area build
497	<i>Number of schools covered by the directorate</i>	<i>Total number of schools</i>		$360/920*100=39\%$	<i>360 pupils per 1 school</i>	
47.67%	<i>Indicator calculation: Schools total number *360*100/pupils total number= 47.67%</i>			$1200/2500*100=48\%$	<i>The overall area of the school is 2500 ms²</i>	
				$30/4, 48/2, 1*100=52\%$	<i>1.2m² per pupil in each classroom</i>	
				$30/40*100=75\%$	<i>Classroom area is 40ms²</i>	

			$920/19/30*100=62\%$	<i>30-35 pupils per classroom</i>	
		$62+95+90+0= 247$ <i>divided by 4=62%</i>		<i>This standard represents that the number of teachers should be sufficient for teaching all subjects as well as the administrative board.</i>	Admin and t facul staff
			$30/4,48*100=62\%$	<i>1 teacher per 30 pupils</i>	
			95%	<i>1 teacher per subject provided that they are qualified</i>	
			90%	<i>Integral administrative cadre</i>	
			0%	<i>There are maintenance technicians</i>	
<i>*There's very little ventilation and lighting in the classroom as the number of windows in each classroom is two very small windows. *Number of ceiling fans in every classroom = 2</i>		45%		<i>The school environment is appropriate for the pupil in regards to the interaction with the teacher and the activity the pupil does and the administration as well.</i>	Schoo envir

			$920/7 = 131$ $30/131 * 100 = 38\%$	<i>1 bathroom per male pupil</i>	
			$920/7 = 131$ $30/131 * 100 = 38\%$	<i>1 bathroom per female pupil</i>	
			$920/9 = 102$ $50/102 * 100 = 49\%$	<i>1 faucet per 50 students</i>	
			95%	<i>All the pupils and faculty feel well respected and treated.</i>	
			30%	<i>The school building is always in good shape and maintained.</i>	
			20%	<i>The school gives the students the opportunity to have a leader role among their peers.</i>	
167	<i>The total number of these enrolled in schools (virtual number) (freshman year)</i>				
171	<i>Actual number of the pupils enrolled in school</i>				
90	<i>The number of the pupils (freshmen) who actually enrolled in school 6 years ago.</i>	117.1%		<i>This standard reflects the internal competence for the educational systems as the realization of this standard requires quantitative and qualitative indicators</i>	Efficient educational system

				<i>relevant to dropouts and returnees' rates, and the average of the years required for the pupil to graduate school.</i>
119	<i>Pupils in senior year (sixth grade)</i>		$171/167*100=102\%$	<i>Enrollment indicator</i>
			$119/90*100=132\%$	<i>Dropout indicator</i>

Ashur School: Pupils number (2000), classrooms number (31), classroom area (40ms²), school area (5000ms²) of bathrooms (10), number of faucets (10)

<i>Unit of measurement</i>	<i>Description</i>	<i>Data required for standard measurement</i>	<i>Standard unit</i>	<i>Indicator calculation</i>	<i>Standard description</i>	<i>Standard</i>
375.303	<i>Number of pupils covered by the directorate</i>	<i>Pupils total number</i>	83.3%		<i>This standard represents the area of the school building proportionate with the number of pupils.</i>	School building area
497	<i>Number of schools covered by the directorate</i>	<i>Total number of schools</i>		$360/2000*100=18\%$	<i>360 pupils per 1 school</i>	
47.67%	<i>Indicator calculation: Total number of schools*360*100/total number of pupils=47.67%</i>			$5000/2500*100=200\%$	<i>The school total area 2500ms²</i>	
				$40/5, 64/2, 1*100=52\%$	<i>1.2m² the pupil's</i>	

				<i>area/space in the classroom</i>	
			$40/40*100=100\%$	<i>Classroom area is 40ms²</i>	
			$2000/31/30*100=46.5\%$	<i>30-35 pupils per classroom</i>	
		55.4%		<i>This standard represents that the number of teachers should be sufficient to teach all subjects in the curriculum, the same applies to the managerial board.</i>	Administrati and teaching faculties and
			64.5%	<i>1 teacher per 30 pupils</i>	
			90%	<i>1 teacher per subject provided that they are competent.</i>	
			85%	<i>Integral administrative cadre</i>	
			0%	<i>There exists maintenance specialists</i>	
<i>*Ventilation and lighting are good to some extent as the number of windows is 4 per classroom.</i>		40%		<i>We know that the school environment</i>	Educational/ environment

<p><i>*The number of ceiling fans in every classroom= 2</i></p>				<p><i>should be suitable for the pupil concerning the teacher-pupil interaction, the activity the pupil does, and the administration as well.</i></p>	
		25%		<p><i>1 toilet per male pupil</i></p>	
		25%		<p><i>1 toilet per female pupil</i></p>	
		25%		<p><i>1 faucet per 50 students</i></p>	
		85%		<p><i>All the pupils and teachers feel well respected and treated.</i></p>	
		60%		<p><i>School building is often in good condition and maintained.</i></p>	
		20%		<p><i>The school gives the students the chance to have the role of leaders among their peers.</i></p>	
		360	<p><i>Total number of these enrolled in schools (virtual number) (first grade)</i></p>		
497					

	<i>The actual number of the pupils enrolled in schools</i>			<i>educational systems, as the realization of this standard requires quantitative and qualitative indicators in regards to dropouts and returnees' rates, and the average number of the years required for the student to graduate.</i>	Educational system efficiency
300	<i>The actual number of the pupils (freshmen/first grade) enrolled in schools 6 years ago</i>	102.3%			
200	<i>Pupils in senior year (six grade elementary)</i>		$497/360*100=138\%$	<i>Enrollments indicator</i>	
			$200/300*100=66.7\%$	<i>Dropouts indicator</i>	

5.2 "Where do we want to be?"

According to the information collected, the directorate's goals and purposes can be developed and illustrated, inspired by the education directorate's message and vision and that performance standards and goals should be agreed upon, which are included under the rubric "SMART:" specific, measureable, achievable, realistic, time-bound.

Rusafa 2 education directorate's vision:

Education service delivery to the farthest point within the education directorate's territory in Baghdad province the Al Rusafa 2

Rusafa 2 education directorate's message:

It is to provide the education and pedagogic service for children of both genders, the pupils and students within the general directorate's territory in Baghdad province/Rusafa 2 in accordance with the most cutting-edge educational and pedagogical genres/methods, upgrading them, and the provision of their necessary requirements.

Rusafa 2 education directorate's goals:

1-Raising the educational and scientific bar for the students in a way that is consistent with the scientific, technological, and intellectual evolution by paying attention to school libraries

Exe cuti on age ncy	Percentage for procedures implementation according to the procedures implementation time span per semester				Time span			Percenta ge for the procedur es to achieve the goal	Executive procedures	The require d goals in the plan	<u>No</u>			
	4 th	3 rd	2	1 st	Wrap up date		Start up date							
Creative affairs directorate/Libraries unit	15 %	-	5%	20%	2015	12	31	2015	3	1	40%	Conducting site visits to schools to become familiar with how the libraries are doing/their status, the academic books they have, that is 50 libraries, i.e. 5 libraries per month.	Paying attention to teaching aids and the school libraries and developing them	

	10%	5%	--	15%	2015	12	31	2015	3	1	30%	-Providing libraries with academic and educational books.	
	5%	---	---	10%	2015	12	31	2015	3	1	15%	-Holding the school libraries week event.	
	15%	--	-	-	2015	12	31	2015	3	1	15%	-Scratching library books and inclusion.	

2-Paying attention to the status of the school environment and health:

Executi on agency	Percentage for implementing the procedures according to the timeline set for implementing the procedures per semester	Time span	Procedure s' percentag es to achieve the goal	Executiv e procedur es	The goals require d in the plan	<u>No.</u>
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Environmental education and school health unit	15 %	-	-	15 %	2015	12	31	2015	3	1	30%	-Paying a visit to 30 schools to become aware of the health situation there.
	5 %	-	-	10 %	2015	12	31	2015	3	1	15%	- Coordinating with the health departments via holding 10 periodic meetings with the health committee.
Enhancing health and environmental supervision												

	5 %	- -	- -	10 %	2 0 1 5	12	31	20 15	3	1	15%	<p> Holding 16 symposi ums with schools administ rations about raising health awarene ss</p>	
	10 %	- -	- -	10 %	2 0 1 5	12	31	20 15	3	1	20%	<p>- Holding 5 symposi ums with schools administ rations about raising health awarene ss.</p>	
	10 %	- -	- -	10 %	2 0 1 5	12	31	20 15	3	1	20%	<p>- Distribut ing school nutritive /food stuff.</p>	

3-Preparing and coaching the administrative staff, faculties, and employees.

To accomplish that, they can be signed up in developmental training courses inside and outside the country, two training courses a year to develop their educational and scientific capacities and how to utilize the modern methods in education/teaching.

4-Education for all and countering school dropping out.

Execution agency	Percentage for implementing the procedures according to the timeline set for implementing the procedures per semester				Time span				Procedures percentages to achieve the goal	Executive procedures	The goals required in the plan	No.		
	4 th	3 rd	2	1 st	Wrap up date		Start up date							
Public education in coordination with educational superintendence and planning, superintendence, and backup agencies in the administrative units.	15%	--	--	--	2015	12	31	2015	10	1	15%	- Opening 10 schools whenever there's appropriate number and venue available.	Mitigation of dropouts in the school grades	
	5%	-	-	5%	2015	12	31	2015	3	1	10%	-Urging faculties to try and fix cases of truancy.		

	5%	-	-	5%	2015	12	31	2015	3	1	10%	- Activating the role of educational counseling	
	5%	--	--	--	2015	11	30	2015	11	1	5%	- Disseminating statistical form to make a complete list of the number of dropout in the elementary school for the first semester of 2014-2015.	

					2015	12	31	2015	11	30	20%	- Compiling the statistical info from the inventory form and send that info out to the ministry .	
					2015	3	20	2015	3	1	5%	- Disseminating statistical form to make a complete list of the number of the returnees back to the elementary school for the first semester of 2014-2015.	

	15%				2 0 1 5	1 2	3 1	2 0 1 5	1 1	1	15%	- Coordinating with educational superintendence and the administrative units for keeping track of the dropouts and returning them to school desks.	
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	10%				2015	12	31	205	9	1	10%	(3) Holding sectorial symposiums for the school administrations in coordination with concerned agencies to mitigate the students' droppin g out of schools.	
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5-Mitigating the flunking rates in school grades.

Implement Agency	Percentages for procedures implementation within a timeline to implement the procedures for a semester				Timeline						Procedures' percentages to achieve the goal	Executiv e procedu res	The goals require d in the plan	No
	4 th	3 rd	2	1 st	Wrap up date			Starting date						
Specialized Superintendence Directorate	10 %	---	20 %	10 %	2015	1 2	3 1	2 0 1 5	3	1	40%	- Conducti ng 10 training courses to raise the level of the academic ally-poor students	Lowering the flunk ratios in the school grades	
	10 %	---	15 %	15 %	2015	1 2	3 1	2 0 1 5	3	1	40%	-Extra lessons are given to the weak students in the senior year in the schools province wide.		

- * Provision of the supplies necessary for the school libraries and labs as they are necessary for solidifying the subjects in the pupils and students' minds.
- * Stressing computer literacy via conducting training courses for the schools' principals, vice principals, and faculties on computer.
- * Emphasis on conducting researches and studies for the purpose of finding solutions for educational and pedagogical issues.
- * Adopting the school nutrition and health system.
- * Opening schools for the gifted students that can patronize their intellectual skills and the talents of the innovators.
- * Teaching methods/genres makeover in the schools which are based on utter memorizing by the students and adopting brand new methods.
- * Cementing channels of communication between the education directorate and schools administrations and the reverse, via using the Internet and its significance in speeding up correspondences and getting business done.

The strategy adopted to reach the goals by the AI Rusafa 2 general directory of education:

- 1-Undo the double and triple school attendance
- 2-Decreasing the number of the pupils or students in the one single section
- 3-Follow-up of owning education lands, in collaboration with the concerned agencies.
- 4- Placing plans for building schools (kindergartens, elementary, secondary).
- 5- Taking care of renovating and maintaining the schools as it is significant in giving longevity to the building as well as providing a school venue appropriate for schooling and learning.
- 6-Building extra hallways for classrooms and bathrooms compatible with the number of pupils at the school
- 7-Boosting the scientific level for the faculties
- 8-Allowing faculty members to pursue their postgrad studies, in accordance with the directorate's plan
- 9-Conducting and signing up the faculty members in training courses inside and outside the country.
- 10-Utilizing incentives (monetary and moral) for the faculties which can achieve high rates of success

5.3 "How can we get there?"

The AI Rusafa 2 education directorate, in collaboration with GSP/Taqadam funded by the USAID, completed the gap analysis model/form, generated by GSP/Taqadam in order to effectively contribute in gap analysis.

The significance of gap analysis form lies in the services delivered to the students as it:

1. Employs the scientific method in analyzing all the elements influential in triggering the gap in the indicator of the services delivered to the students in comparison with the regular unified standard.
- 2-Prioritizing the elements triggering the gap found in the services by the intensity of its influence.
- 3-Placing the suggested immediate and long run solutions to fix the elements triggering the gap for mitigating it

4-Analysis results which are a representation for the proposed immediate and long run solutions shall be inputs for preparing a certain service improvement plan in the province.

5.4 "How can we guarantee success?"

1-Superintendants do follow-up for the schools administrations, hold meetings for subcommittees, and keep track of the dropouts by one visit to the school on a monthly basis.

2-Conducting researches and studies to figure out the reasons for students dropping out of schools

3-Holding symposiums for the kindergartens' administrations to try and work on raising the performance efficiency in kindergartens

4-Expanding the admission of children in kindergartens for the purpose of preparing them for the elementary school

5-Encouraging to open private kindergartens in the areas where it is not possible to build public kindergartens there

6-Encouraging the privatization of education for its active role in undoing the crowdedness in public schools

7-Directing, training, and rehabilitating the teaching faculties to use the modern methods and genres and their adoption in teaching for the purpose of raising the efficiency of the education system

8-Giving extra lessons for the weak students and pupils, as well as boosting their scientific level.

9-Making sure that land lots are secured so that schools would be built on them, especially in the areas lacking in school buildings.

10-Doing business with well-known companies for building schools with global specs and quickly executed

11-Creating billboards whose subject matter is to raise health and precautionary awareness between the pupils and students; protecting them from the endemic, epidemic, transitional and contagious diseases; and coordinating with the primary health care centers to run periodical tests for the pupils and students.

12-Making sure to include the subjects of English language and computer science in the freshman year of the elementary school for all schools, with providing the curriculum, supplies, and the proper place/classroom.

13-Reconsidering the school environment available for the student and retransforming it into an appealing one for the student, by making use of the well-known means

14-Updating the concept of school library and render it an appealing place for obtaining more knowledge and become well-informed, rather than a storage area for books and science.

15-Reconsidering the current curriculum and the pressing need to link both the educational and teaching process to action.

16-Educational planning should be made a solid basis and methodology in associating the directorate's goals, programs, and curricula with the community needs.

17-Provision of job opportunities for the teachers of elementary and secondary schools

18-Raising the efficiency bar for the teachers (knowledge, profession, and creative-wise) so that evolution in our educational facilities is attained

19-The work of researches, studies, and curricula should be made operative, opting these with scientific and administrative qualifications and skills and facilitating their affairs.

20-Reconsidering the school curriculum as it conveys only what's on the surface, rather than the nitty-gritty of the material, where even the surface is now outdated.

21-Urging the students to gain more knowledge from outside the textbooks by using the arts of alluring them students to read, familiarize themselves with more knowledge that can positively benefit the students' persona and evolve their talents and gifts.

22-Being attentive to train the faculty and make it a priority on all levels so that their capacities develop as well as sending them and the school management abroad, especially to these advanced countries to share their scientific and pedagogic experiences.

In order to guarantee success for the service delivery improvement plan (SDIP), to that end, it is important to do a constant monitoring to the performance appraisal standards and indicators to figure out the progress made for improving performance and its external factors on all levels, and providing for the facts and feedback by adopting these proper techniques in writing reports. This can help the management prematurely determine the actual and potential success and failure as well. There should be, however, a unit within the Al Rusafa 2 education directorate made responsible for coordinating the activities and appraisal of the performance, consistent with the agreed upon goals and on a monthly basis. The report shall be submitted to the Al Rusafa 2 education general director, and for generating the progress and performance quarterly and annual reports, the Al Rusafa 2 education general director shall undertake the supervision of the SDIP execution and reports submission to the Development and Planning Council for Baghdad province and the governor's constituency, as needed, which will provide strategic guidance for the actual implementation of the plan.

The proposed recommendations for immediate the solutions by GSP/Taqadam:

1-The cabinet issues a decree which grants jurisdictions to the governor or the minister of education to own lands for constructing school buildings and education institutions

2-Formation of a committee that undertakes the tasks of coordinating between all the concerned departments in order to facilitate the mission of the person donating a piece of land and turning the premises ownership to the Ministry of Education for constructing schools on.

3-The Council of Ministers shall issue a decree which stipulates that the teacher who has a bachelor degree and the elementary teacher who pursued his education and later had his bachelor are not to be promoted up into the sixth step on the pay scale for the former and to the seventh step for the latter unless they serve for two years in the remote areas and three years in the distant areas.

4-Reactivating the work according the holistic schools system as such schools have the potential to evolve the students' abilities and potentials and raising their scientific level via the adoption of the sections system (where each teacher has a classroom of his own and the students come over), spacious, and all the cutting-edge school-wise requirements are made available.

5-Coordination between the Ministries of Education and Higher Education in regards to an increase in the number of the students' admission in colleges of education for the English and kindergarten departments, and teachers specialized in teaching freshmen elementary due to the deficiency of the above mentioned specialties. Further, general specialization teachers can have them enroll in qualifying and developmental training courses for teaching English language.

6-Activating the educational superintendence via the adoption of the critic friend experience who can contribute in creating the developmental plan for the school as well as appraisal of the faculties in a manner that accomplishes the required goals.

7-Activating the school administration role through granting jurisdictions to the school principals and the administration project based on the school adopting the decentralization principle.

8-Building new schools that can take up the large number of the pupils when obtaining lands (possessing them) as the pupils number in some schools reached to 80 (eighty) students per one classroom attributed to the high population and the large numbers of IDPs. There's a study contemplating building a second storey in these schools that are solid enough to have a second storey built and making the most of the spacious playgrounds in some schools turning them into classrooms contributing to more classrooms and mitigating the gap currently found or taking advantage of securing the caravans down the road for multiple purposes such as: storehouses, labs, or a library, and relying on ready-made construction which can take approximately six months and done by prestigious companies or leasing buildings.

9-Coordination with Baghdad Mayoralty regarding some small matters that the school might probably need such as paving the school driveway, gardening, and bathrooms plumbing work

10-Increasing the teaching explanatory aids which can render the school environment a magnetic environment for the pupils and to mitigate cases of school dropouts; and they can render the pupils like their lessons and subjects, in addition to solidifying the scientific material for them.

11-Serious quest on the part of the education directorates in the provinces to allocate the faculties fairly as it was noticed while paying visits to some schools that there is a surplus of teachers in some schools versus their lack in other schools.

12-Studying the possibility to simplify some of the subjects in the curriculum as there's some difficulty to them which can get students to complain about it and deliberating to seriously simplify the subjects for the pupils so that they'd be able to grasp and benefit from them, thus we win their appeal to these subjects.

13-Increasing the developmental training courses for the teachers which can keep them updated on the cutting-edge teaching methods and become aware and familiar with them, endeavor to apply them and provide their requirements as much as possible.

14-Augmenting the class period of time currently 40 (forty) minutes as it is insufficient for proper learning by the pupils versus the pressure tied to school attendance which can get to 6-7 periods per one school day stressing out the students especially these in advanced grades at the elementary school.

15-It is necessary that the school administrations pay attention to the pupils' bathrooms and that the educational superintendence should see these bathrooms when paying visits to the schools as we noticed during the site visits to some schools that the bathrooms are almost totally neglected, in some other schools, the bathrooms are clean but inaccessible to students and the school administrations/principals would make excuses that there is no water, no faucets, no ventilators and lighting is close to none, and considering paying per diems for contagious infections for the custodians in charge of cleaning them up.

16-Addressing violent inclinations and behaviors for the students using the proper scientific methods, which made them sabotage the school property of doors and windows, jumping up to the ceiling fans and break them and their switches and the electricity circuits, etc. Through penetrating into the students' psyche and raising them the right way, so, bringing up precedes education and taking advantage and benefitting from the Summer schools for the child and disseminating that to the rest of the schools whose number is currently 39 schools.

17-More lights in the classrooms as the majority of the schools visited lacked lighting despite the fluorescent lights. Unfortunately, they were dysfunctional and that's why the classrooms look so much like bedrooms rather, where students tend to become lazy.

18-Taking care of the infrastructures of the schools, performing periodical maintenance works, as we noticed the plenty leaks in the ceilings in addition to the plenty damp walls, not fixing the roofs of some schools, and there's a breakout of termite and moth on the walls.

19-Planting the seeds of the national conscience and sense into the pupils and that their school is a home away from home, which can be done through raising the pupils' awareness during National occasions, Flag Salute Day (Thursday), and disciplining the negligent pupil/student.

20-Fixing the electricity wires visible in the classrooms as they are a big source of danger for the pupils, putting monitors for every classroom and the male and female teachers take shifts in moving between the classrooms and playgrounds to make sure that the kids fight less with each other and less feisty during the breaks.

21-It is necessary to conduct unnoticed site visits to schools by the superintendents, educational officials in the directorate to see first hand how the school's doing, where some schools are pathetic; adoption of the principle of reward and punishment for the good and bad school administrations.

22-It is necessary to increase the logistic support for the schools so that they would be able to perform extensions, building a second floor to keep up with the large number of pupils, purchasing textbooks for the libraries, or purchasing computers.

23-Being alerted to the importance of setting rooms especially for computers, encouraging the pupils to be there as most of the schools visited lack a classroom for the computer, others lack a library and if they had one, it's very tiny, with few books, and poorly taken care of.

24-Increasing the funds and allocations for the education directorate so that it'd be capable of conducting the maintenance works for the school buildings and purchasing what it's necessary.

25-Attention should be given to gym and art classes, which can give the pupil a tight-built body and keep them in good fit shape, and sensitive too, especially some schools have spacious pitches on which basketball, volleyball, soccer, or any other type of sports can be played and practiced.

26-Increasing the number of the custodians and sanitation services at schools and the necessity to have a handyman for a school so that they'd repair the sinks and look after the water tanks

27-Not to rely heavily on the national electricity supply provided to schools as it goes out, comes back on, and volatile. Schools can have an alternative power supply from a private generator that the students help pay by raising a small amount of money from the students on a monthly basis, after talking that over with their parents and getting their green light.

28-There must be repair shops to fix the broken seats and desks in schools or directorate wide.

Annex No. (1)

Service coverage for the standard of (teacher-student) for the Al Rusaf 2 education directorate



Service coverage for the teacher-student standard (0%-100%)

Educational areas: kindergartens: 62 and 38, elementary: 103, secondary: 125, vocational: 240, teachers training institute: 350.

*Gap

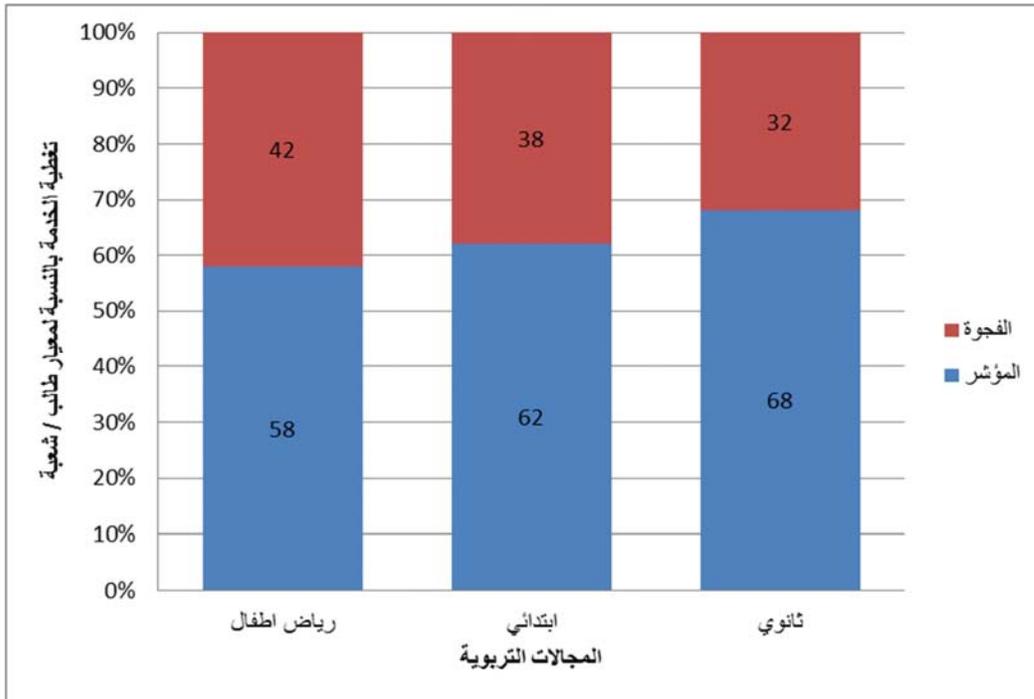
*Indicator

The above Figure shows that there is:

*A gap in the number of teachers who teach at kindergartens and the percentile is 38%

*A surplus in the number of teachers per elementary, secondary, vocational schools and institutes.

Service coverage for the student-classroom standard for the Rusafa 2 education directorate



Service coverage for the student-classroom (0%-100%)

Educational areas: kindergartens (*58-*42), elementary (*62-*38), secondary (*68-*32)

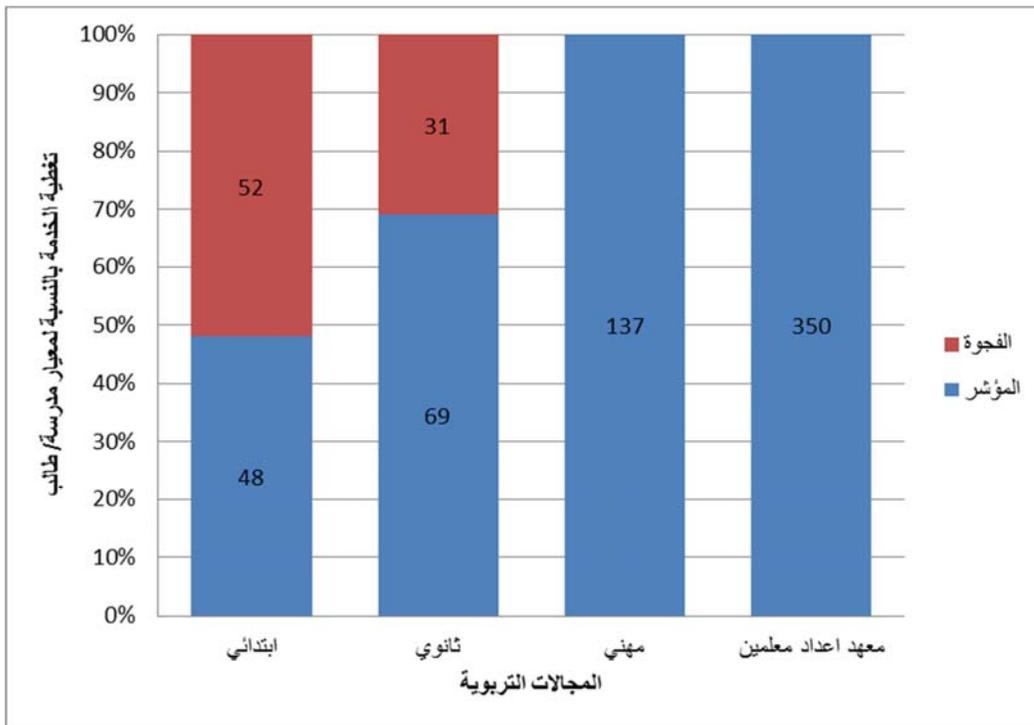
***Gap**

***Indicator**

The above Figure shows that there is:

- *A gap in the number of classrooms at the kindergartens 42% percentile.
- *A gap in the number of classrooms at the elementary schools 38% percentile.
- *A gap in the number of classrooms at the secondary schools 32% percentile.

Service coverage for the student-school for the Al Rusafa 2 education directorate



Service coverage for the student-classroom (0%-100%)

Educational areas: elementary (*48-*52), secondary (*69-*31), vocational(*137), Teachers' Training Institutes (*350).

*Gap

*Indicator

The above Figure shows that there is:

*A gap in the number of elementary schools 52% percentile.

*A gap in the number of classrooms at the secondary schools 31% percentile.

*A surplus in the number of vocational schools at the secondary schools and Teachers' Training Institutes.