

Diwaniyah Education

Service Delivery Improvement Plan (SDIP)

Prepared by

Diwaniyah Education Directorate

In cooperation with

GSP/Taqadum

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Diwaniyah - Iraq



1- Introduction:

Education Sector has increasingly been receiving attention and care being a major area for human development in particular, and for the developmental course for the country in general. In addition to the benefit of improved educational services such dedication of principles and basic human rights regardless of the social, geographical or other affiliations.

This attention has been embodied in listing a series of reforms and programs that covered various educational systems and included procedures, which basically support this sector, until it is able to assume its role to empower the development process and secure sound educational scientific movement for each citizen.

This process is confirmed through approved strategies of the educational sector, and the issues the sector faces at different levels. This strategy has primarily been concentrated on improving the basic educational structure and irradiating illiteracy, where concern has been later concentrated, at the beginning of the 80s, on uplifting the educational services quality, supporting culture, and expanding visions and basics of human development in parallel with strengthening gains of tackling illiteracy.

2- Executive Summary:

Service Delivery Improvement Plan (SDIP) is a comprehensive strategic plan developed to address various group of administrative issues to improve educational service delivery at Diwaniya province, and to empower the directorate to achieved its short, medium, and long terms goals. The SDIP will make it possible to improve a long-term vision to run the directorate, while at the same time it will guarantee that these issues would day after day be under control. The SDIP aims to improve the services to assist Diwaniya Education directorate to address issues related to improving its performance, and its best delivery of services to citizens. This plan states a full study of the resource of the directorate and its actual potentials as compared to announced goals for the sake of achieving them. In addition to that, this plan has been based on accomplishments of the Health Directorate, and it comprises of two phases:

- First Phase: to determine the status of operation and administrations systems of education at Diwaniya Education Directorate delivered previously.
- Second Phase: to come up with a plan to improve service delivery (SDIP) to address issues related to the performance of service delivery, and to provide immediate and long-term solutions for the shortfalls if any.

Analysis methods followed to review performance indicators of Diwaniya Education Directorate to deliver the service have yielded a set of basic elements, and provided current and long-term solutions, which would improve the service delivered to the citizens as explained later. These methods as compared to the national standards and the trade-off based on direct impact on performance indicators to guarantee quality and sustainability of the service, and as a response to citizens' complaints.

Educational Service Management:

Educational Service Management is regarded as one of the important and effective elements in improving the people's health, which is reflected positively on the economy and health of the society, while lack or bad service would negatively affect the educational and scientific situation in general. Service management is pillared on vital elements that should be operated effectively and efficiently to deliver full service at high quality to the citizens. Of the most important influential elements is the infrastructure (buildings and halls of the educational institutions), financial resources (investment and operational budget), human resources (starting from the Directorate's management, the administrative and service staff; educational and engineering staff, and personnel at projects), and available assets such as (school furniture, office and lab furniture, and Audio-visual aids). Financial resources are one of the most important elements, yet they are not the only element governing the service delivery, as managing resources through organized calculations, predetermined planning, and investing in these resources would achieve the required impact to reach the Directorate and the Local Government's goals as well as the strategic goals of national development.

It is worth mentioning that the integrational financial planning of the directorate with the rest of service sectors and the integration of preparing the operational

Diwaniya Educaion Directorate has adopted the average of measurements collected at Diwaniya District/ primary school services along with the concentration on the weakest units to develop effective solutions to reduce the gap and to improve services delivered to students by means of current and long-term solutions. The successful use of the template would lead to obtain accurate results, which help at determining proper, realistic, and executable solutions to reduce the gap and improve the service in the district.

In order to uplift the educational standard of Diwaniya province, organizational structure of education should be based on the internationally approved education-focused standards. For this purpose they have been included with the statistics of this report.

Analysis of elements causing the gap at delivering the service:

This analysis addressed (14) elements relevant to one standard of the aforementioned service, which has to do with administrative, legal, financial and technical aspects. After being analyzed, weaknesses or defecincies, and the percentage to influence the gap of each element have been identified. Consequently, the most influential element in forming the gap has been selected. Diwaniya Educaion Directorate identified these elements, and developed current and long-term remedies, which would effectively contribute to the reduction of value of this gap. Later in the next chapter, all performance indicators will be analyzed as compared to standards using the analysis factors in detail. Finally, develop remedies for the most influential elements in the formation of the gap. These elements are as follows:

Elements causing the gap

- 1) **Human Resources**
- 2) **Financial Affairs**
- 3) **Infrastructure**
- 4) **Supplies**
- 5) **Capacity building**
- 6) **Technical barriers**
- 7) **Authorities**
- 8) **Coordination**
- 9) **Political interventions**

- 10) **Misuse of Materials**
- 11) **Maintenance and operation**
- 12) **Security**
- 13) **Logistic support**
- 14) **Other** (displacement of families and disasters)

1. Step by step approach

The Service Delivery Improvement Plan (SDIP) covers the following questions:

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

4-1 "Where are we now?"

To answer this question, this requires overall and objective review of the current performance of the educational institutions of Diwaniya. This is measured against major performance indicators. Data of "where are we now?" can be obtained using relevant approaches, which are first: (SWOT analysis) through pointing out strengths, weaknesses, opportunities, and threats; second: (Key Performance Indicators Analysis). These two technical approaches help to understand and summarize the directorate's environment and performance.

SWOT analysis helps to identify realistic short, medium, and long-term goals for:

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

First: SWOT analysis:

Strengths:

- 1- Compulsory Education Law
- 2- Free education

- 3- Sufficient number of teachers
- 4- Training section and supervision section to evaluate the educational process.
- 5- Schools of excellence and for students with disability.

Weaknesses:

- 1- Education plans and universal development plans are poorly correlated.
- 2- The focus is on the quantitative improvement rather than the qualitative; and the focus is on the horizontal expansion of building schools rather than the vertical expansion.
- 3- Weak financial expenditure in terms of educational activities such as scientific research, adult education, and eradication of illiteracy.
- 4- Teaching approaches are traditional.
- 5- Education curricula and programs are mostly theoretical and classic, and not experimental. They lack freshness, which lead to boredom and alienation, and lack of suspense by the teacher and the student.
- 6- Educational process in our schools institutes is literal process that relies only on the textbook, in addition model examinations are used as a measurement of students capacity to learn the material as indicator of academic attainment.
- 7- Educational process is one-sided (by the teacher only). It lacks interaction from all parties: teacher, learner, curricula and the administration).
- 8- Small number of schools with more classroom populations.
- 9- Low standard of living for the teacher.
- 10-Weak school activities and experiments.
- 11-No school health system applied, or school nutrition system.
- 12-Great need to train educational staff in such a way that is in line with the global training development.
- 13-No practice of extra-curricular activities (sports – art – culture)
- 14-Overlook the teacher's capacity building or rehabilitation to provide him/her with renewable educational potentials giving the teacher no social value, appreciation, or employment protection.

Opportunities:

- 1- Possibility to make use of international organizations and donors
- 2- Possibility to delegate teachers outside Iraq for development courses.

- 3- Possibility to use our educational schools and institutions as centers for scientific research and intellectual activity.
- 4- Availability of internet and school libraries
- 5- Alqadissiya University, which provides the directorate with teaching staff
- 6- Availability of sufficient numbers of college graduates.
- 7- Availability of investment opportunities such as private schools, which ultimately influence the quality of education and create appropriate environment to the students.
- 8- Government's interest in the sector.
- 9- Availability of international support like UNICEF and UNESCO.

Threats:

- 1- Large numbers of drop-out students because families cannot afford schools or to earn their living and their families.
- 2- Shortage of teachers such as English teachers, chemistry teachers, etc.
- 3- Teachers working at remote areas are equally paid as teacher working in city centers.

Conclusion:

Reconsider the antipathetic school environment to the student and turn it into an attractive one through international well-known means, which respect the students' mentality and their talents. Activate the work of research and study, curricula center, , and the selection of knowledgeable efficient people to run this center, and update the concept of school library as a place of attraction to get more knowledge, and not just a place for storing books, which does not fit the age of the student, and even cannot be meet the students' interests of reading and obtaining more knowledge that would benefit the student's personality and improve his/her talents.

Also to reconsider the school curricula and their peel of knowledge, which lost its validity, the necessity to connect educational and teaching process with real life work and social development projects. Provide opportunities to school teachers to raise their knowledge standard technically and knowledgeably to improve their scientific institutions.

Secod: Performance indicators:

Taqadum Project has worked on supporting the local government to improve supervision and monitoring process to deliver services to end up lifting the service levels delivered to students through adopting measurable standards just like other developed countries.

Service deliver standards focus on four main pillars for education services being a main service emphasized on during the process of getting it quantitatively and qualitatively by means of the following standards and indicators:

- 1- Size of school building
- 2- Educational and teaching standards
- 3- Educational environment
- 4- Education system Efficiency

Diwaniya Education Directorate has taken into consideration to work by these standards, and also to adopt qualitative standard, the Score Cards to do its performance evaluation. Indicators provided has been on the province center/Diwaniya district level. Performance indicator has been reviewed against standard through weaknesses and strengths, identifying gap value, and recommendations has been made that would contribute to uplifting service delivery performance.

➤ **School building indicator (the school):**

This criterion represents size of the school building and to what extent it fits the number of students.

	Criterion	Description	Percentage
1	Size of school building	Each school has 360 students	79%
		Total area of the school (5000M ²)	60%
		1.6 m ² per each student	50%
		Class area is 48 m ²	62%
		Average suitable classroom in terms of students (30 students per one classroom)	
Average			63.4%

Anaylsis of elements causing the gap

- 1) **Human resources:** this element does not influence the gap.

- 2) **Financial affairs:** lack of funds allocated to build and restore schools in the province within Region development budget according to the need of the directorate in terms of building new classrooms or restoration work. Investment budget funds, which comes from the ministry for school building, sanitary, new classrooms or school restoration are transferred to the province executive office to supplement the funds allocated by the province from Region development funds to education directorate. The influence of this gap is **high**.
- 3) **Infrastructure:** available school buildings in the center of the province is 91 buildings, the number of schools required is 161, so there is more than 67 short to avoid double or triple schools on the same building no mention of overcrowding in the one school to meet the specified standard. The influence of this gap is **high**.
- 4) **Supplies:** this element has no influence on the gap.
- 5) **Capacity building:** this element has no influence on the gap.
- 6) **Technical barriers:** this element has no influence on the gap.
- 7) **Authorities:** the influence of this element is **low** on the gap.
- 8) **Coordination:** the directorate coordinates through the ministry with the international organizations to build number of schools. The influence of this element is **medium** on the gap.
- 9) **Political interventions:** some interventions by politicians are made regardless of the actual need for the district. The influence of this element is **medium** on this gap.
- 10) **Misuse of resources:** building schools without reference to planning standards of the areas with little population density. The influence of this element is **medium** on the gap.
- 11) **Maintenance and operation:** this element has no influence on the gap.
- 12) **Security:** this element has no influence on the gap.
- 13) **Logistic support:** this element has no influence on the gap.

#	Criterion	Order of main factors (with #3 high influence) that contribute to the reduction of the gap in regards to priority	Current solutions	Long-term solutions
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1	Size of school building	Infrastructure	Use trailers as schools or rent buildings if possible to avoid any double schools on same building	1-build model schools 24 classroom instead of 12 classroom with large area equipped with necessary education equipment for students to practice their activities. 2-select and own lands outside city center to build model schools at international standards, provide transportation, restaurants, playgrounds, and educational means to be an attracting environment to the students. 3-Use of GIS to locate places for constructing schools to get the maximum benefit of it as per area population density.
		Financial Affairs		Allocate sufficient amounts in the budget to build sufficient schools at standard specifications, and according to the need of the directorate

➤ **Administrative and teaching staff**

This criterion represents that the number of school teacher should be sufficient of all subjects and for the BoD:

	Criterion	Description	Percentage
2	Administrative and teaching staff	One teacher per 30 students	100%
		One teacher per each subject, the teacher should be qualified	74%
		Full administrative staff (schoolmaster – deputy schoolmaster – educational instructor)	100%
		There is maintenance specialist for each school	62%
Average			69%

Analysis of elements causing the gap

- 1) **Human resources:** Available educational staff in the center of Diwaniya province is 4612 teachers including administration staff such as the schoolmaster, which is sufficient as for teaching per each subject, the number is not sufficient. The influence of this element is **high** on this gap.
- 2) **Financial affairs:** The influence of this gap is **low**.
- 3) **Infrastructure:** The influence of this gap is **low**.
- 4) **Supplies:** The influence of this element is **low** on this gap.
- 5) **Capacity building:** it is possible to have general specialization teachers enroll staff development courses to change their specialty at training section. The influence of this element is **high** on this gap.
- 6) **Technical barriers:** this element has no influence on the gap.
- 7) **Powers :** granting financial powers to schoolmasters to do maintenance periodically in the school because there is shortage in such specialized staff in the schools. the influence of this element is **high** on the gap.
- 8) **Coordination:** The influence of this element is **low** on the gap.
- 9) **Political interventions:** there are political influence on the transfer or assignment of teaching staff among schools in the province, which lead poor distribution of this teaching staff. The influence of this element is **high** on this gap.
- 10) **Misuse of resources:** The influence of this element is **medium** on the gap.
- 11) **Maintenance and operation:** The influence of this element is **low** on the gap.
- 12) **Security:** The influence of this element is **low** on the gap.
- 13) **Logistic support:** The influence of this element is **low** on the gap.

#	Criterion	Order of main factors (with #3 high influence) that contribute to the reduction of the gap in regards to priority	Current solutions	Long-term solutions
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2	Teaching and educational staff	Human resources	<p>1-assign instructors of rare specialty whom represent shortage for the directorate of Diwaniya.</p> <p>2-contract maintenance personnel to do all needs of school in terms of maintenance</p>	Assing teaching staffs to fill the gap in the schools to reach the targeted nummber
		Capacity building	Have teacher enroll in training development courses according to the specialty or change specialty of some staff with general specialty	Continue giving training development courses to teaching staff of specialty needed by the directorate from training and development section at the directorate.
		Powers	<p>1-give the directorate the power to enter temporary contracts with the privae sector to do maintenance to schools in terms of sanitary works, electricity works due to lack of such technical staff to do the maintenance.</p> <p>2-give schoolmasters the financial powers to do restorations as needed due to</p>	



			lack of maintenance staff.	
		Political interventios	Coordinate with provincial council chairperson and the governor to make clear to officials in the province that staff transfer inside the directorate would negatively affect the directorate's performance and consequently on the quality of learning and teaching in the province	

➤ **Teaching environment**

	Criterion	Description	Percentage
3	Teaching environment	One WC per 50 male students	160%
		One WC per 50 female students	200%
		One potable water tap per 50 male/female students	180%
		All students and teaching staff feel respectful and well treated	65%
		School building always at good condition, with periodic maintenance	74%
		School allows opportunities to students to give leading role among their colleagues	92%
Average			<u>116%</u>

Analysis of elements causing the gap

- 1) **Human resources**: The influence of this element is **low** on this gap.

- 2) **Financial affairs:** the non ratification of 2014 budget, lack of financial allocations lead to increased gap and difficulty to find solutions, in addition to shortage of sanitary units, sanitary requires continuous maintenance, and shortage of technical staff leads to bigger gap in the need of maintenance for the school building. The influence of this gap is **high**.
- 3) **Infrastructure:** shortage of sanitary utility and school buildings to avoid double schools and overcrowding of students. The influence of this gap is **high**.
- 4) **Supplies:** The influence of this element is **low** on this gap.
- 5) **Capacity building:** The influence of this element is **low** on this gap.
- 6) **Technical barriers:** The influence of this element is **low** on this gap.
- 7) **Powers :** The influence of this element is **low** on this gap.
- 8) **Coordination:** The influence of this element is **low** on this gap
- 9) **Political interventions:** The influence of this element is **low** on this gap.
- 10) **Misuse of resources:** The influence of this element is **low** on the gap.
- 11) **Maintenance and operation:** lack of maintenance on continuous basis to sanitary, desks, windows, electricity, etc. The influence of this element is **high** on the gap.
- 12) **Security:** The influence of this element is **low** on the gap.
- 13) **Logistic support:** The influence of this element is **low** on the gap.

#	Criterion	Order of main factors (with #3 high influence) that contribute to the reduction of the gap in regards to priority	Current solutions	Long-term solutions
3	Teaching environment	Financial affairs	Supply sanitary trailers to students as rapid solution, and provide water filtration with water coolers at appropriate	1-build new sanitary utility for the schools in need for them, conduct maintenance on other ones, assign maintenance employees to do the maintenance and the cleaning on daily basis. 2-provide comfortable desks with

			numbers per each school. Hold regular meetins with parents and urge them to maintain the school and its assets	continuous maintenance
		Financial Affairs	Build new schools (use of trainlers as temporary solution avoid double shoos and student overcrowding)	Build model multi-classroom schools and labs with large areas equipped with necessary equipment and allow students to practice their activities
		Maintenance and operation	Provide continuous maintenance on the school'ssanitary, desks, windows, and electricities regulary by technical staff assigned for this purpose	Provide continuous maintenance on the school'ssanitary, desks, windows, and electricities regulary by technical staff assigned for this purpose

➤ **Efficiency of the teaching system**

	Criterion	Description	Percentage
4	Teaching environment	Indicator of joining school	99%
		Indicator or failing the school or drop-outs	33.76%

Anaylsis of elements causing the gap

- 1) **Human resources**: The influence of this element is **low** on this gap.
- 2) **Financial affairs**: The influence of this element is **low** on this gap.
- 3) **Infrastructure**: there is shortage in number of schools, which would lead to increase students in one school with more one school on same school building that affect the the students' comprehension and difficult learning with sufficient areas to practice sports and other activities. The influence of this gap is **high**.
- 4) **Supplies**: The influence of this element is **low** on this gap.
- 5) **Capacity building**: lack of training development courses of high quality to teaching staff. Courses would be within school days and lack of up-to-date instructional and teacing means for the student. The influence of this element is **high** on this gap.
- 6) **Technical barriers**: The influence of this element is **low** on this gap.
- 7) **Powers** : The influence of this element is **low** on this gap.
- 8) **Coordination**: follow-up on drop-outs in coordination with the Edusciton directorate with parents council, international orgnaiztions, and CSOs. Work seriously on reducing drop-outs. The influence of this element is **high** on this gap
- 9) **Political interventions**: The influence of this element is **low** on this gap.
- 10) **Misuse of resources**: miuse of financial affairs through getting back to school nutrition system and students' scholarships. This miuse of resource would lead to students' repulsiveness from schools, in addition that infrastructure is old and wear. The influence of this element is **High** on the gap.
- 11) **Maintenance and operation**: The influenc of this element is **low** on the gap.
- 12) **Security**: The influenc of this element is **low** on the gap.
- 13) **Logistic support**: The influenc of this element is **low** on the gap.

#	Criterion	Order of main factors (with #3 high influence) that contribute to the reduction of the gap in regards to priority	Current solutions	Long-term solutions
4	Efficiency of the teaching system	Infrastructure	Increase number of buildings to avoid double schools on one school building, reduce number of students in one classroom via trailer school as rapid solution	1-build model, multi-classroom schools with labs of large areas equipped as necessary for students' practicing their activities
		Capacity building	high quality Training development courses to the teaching staff to be in line with international standards	Continue training development courses to teaching staff to transfer modern international teaching experiences of teaching, child-mind simulations at advanced techniques
		Misue of resources		Activate the student scholarship and school nutrition law
		Coordination	Coordinate with international organizations, CSOs, raising awareness campaigns, posters to raise	

			<p>the people's awareness towards the seriousness of this phenomenon and its negative impact.</p> <p>Coordinate with parents to clarify the effects of such phenomenon to work on reducing school drop-outs</p>	
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4-2"Where do we want to be?"

Diwaniya Education Directorate Vision:

Promote education in a wider geographical area within the province.

Mission:

Deliver education and teaching service to Diwaniya city people, and build well-accredited educational system.

Goals

First: uplift the standard of scientific level of students so that it is in line with scientific and knowledge improvement at the current time.

Second: build and improve educational and teaching institutions through avoiding school doublness or triple schools, reduce number of students in classroom as shown below in the objectives.

Third: raise the teaching staff's capacity through training and preparing qualified teaching staff.

Strategy followed to improve service delivery plan of education sector**A- Uplift the standard of scientific level of students so that it is in line with scientific and knowledge improvement at the current time.****Objectives**

- Raise the student's scientific capacity

Strategy followed:

- Use of basic education technologies to improve teaching through using modern teaching methods such videos, simulation, mini-teaching technique to improve the student's scientific performance, and the use of modern technologies such as the smart board.
- Work by school nutrition and health systems.
- The use of Ipad instead of the textbooks.
- Find various teaching means that can achieve the educational goals like computers, Video telecommunication, and other means.
- Start schools for the gifted, which foster intellectual skills and recognize the talents.
- Improve and update school curricula to address experimental approach rather than the theoretical one.
- Reject physical or verbal punishment at primary schools.
- Find and provide educational instructor per each school to handle the students' issues and correct their education courses and thoughts.
- Study the specifics of the teaching methods used by teachers, analyze curricula, map complete strategy addressing the use of teaching methods.
- Provide reference books at school libraries.
- Empower the educational instruction to evaluate the scientific material, and scientific level for the teaching staff.
- Renew content of teaching and educational programs.
- Change teaching methods in schools, which are based on the student's learning by heart, reciting, and automatic repetition, and adopt new methods.
- Focus on summer schools to invest in leisure time in summer to improve their talents and make them avoid be on streets, which likely to lead them to drift.
- Increase entertainment-focused time such as sports and art to make use of their talents correctly.

- Focus on compulsory education law to deter students' drop-out at different levels.
- More concentration on kindergartens, expand them being the first important step to build civilized and scientific society.
- Reduce the phenomenon of students' failure in school by means of modern techniques via studies and research to see reasons of failure, and would consequently find solutions to deter such phenomenon, which represent a complex to our students, and reconsider the examination system and evaluation of students.

B- Build and improve educational institutions

Objectives:

- Avoid doubleness in schools or triple school on one school building through building 64 schools.
- Reduce classroom density to 40 students by 2020.

Strategy followed:

- Construction of primary schools, pay attention to school restoration, build additional classrooms, pay attention to sanitary utilities, build scientific and computer labs in schools. In addition to furnish school with furniture, teaching means like computers, education VTs, modern equipment. This is to be done via coordination with the Ministry of Education, provincial council, and the International organizations.

C- Raise the teaching staff educating and teaching capacity.

Objectives:

- Train and prepare qualified teaching staff.

Strategy followed:

- Allow teaching staff to complete its postgraduate studies in different disciplines via education leaves, and scholarships.
- Conduct staff development courses inside and outside the country.
- Encourage the scientific research through coordinating with Alqadisiyah university and with the CSOs.
- Increase moral and financial support.

4-3" How can we get to there?"

Diwaniya Education Directorate in collaboration with Taqadum/USAID completed Gap Analysis Template developed by Taqadum program to contribute to gap analysis effectively. The importance of this template in terms of services delivered to citizens is that through this template we can develop a plan to hit the target through identifying measurable, attainable, actual and time-specific goals, as shown below:

- 1- Develop a mutual work plan for the general directorate where all parties have hand in decision making in terms of uplifting the qualitative and quantitative levels. This plan is supplementary with timetables, its specific steps are as follows:
 - a) Coorelate school building plans to furnishing and supplying plans.
 - b) Coorelate school building plans to training and capacity building plans
 - c) Coorelate school building plans to plans of staff preparation, and human resources administration.
- 2- Review regulation: may be the biggest hurdles faced by the general directorate is no regulations or laws to streamline land allocation to educational projects.
- 3- Establishment of profession-based institutional work, and the reduction of neopotism and personal connections.
- 4- Education suffers great weakness at the administrative level, especially educational management that make it inevitable to prepare advanced and non-traditional development programs using the international experiences and models.
- 5- Work on establishing information systems that enhance decisions and plans, and move away from randomness to take decisions at all levels and types.

It is worth mentioning that the scientific technique in analyzing all elements affecting the formation of the gap and service delivery indicator as compared to the standard, prioritization of influencing elements to form the gaps of service delivery through its impact along with developing current and long-term solutions to address the gaps and reduce them, and result analysis, which they represent the proposed current and long-term solutions to prepare the required Service delivery plan improvement of the province.

Diwaniya Education Directorate has adopted the average of measurements collected at diwaniya district along with the concentration on the weakest

units to develop effective solutions to reduce the gap and to improve services delivered to citizens by means of current and long-term solutions. The successful use of the template would lead to obtain accurate results, which help at determining proper, realistic, and executable solutions to reduce the gap and improve the service at Diwaniya district center .

How does performance improvement occur?

a- Diagnose gaps of performance

- Collect updated performance indicators
- Examine indicators to reach targets as accurate as required.
- Read and analyze gaps against the standard using elements of analysis
- Draw conclusions.

b- Develop a plan to improve service, it includes:

- current solutions
- long-term solutions
- use the periodic reports approach to monitor positive change on performance indicators.

4-4" How can we guarantee success?"

Diwaniya Education Directorate has quality control to evaluate performance, therefore to guarantee success of SDIP, it is important to do the following steps:

- Continuous monitoring over indicators and standards of progress achieved to improve performance and its external elements at all levels. Provide details and reactions using appropriate mechanism of technical reporting to decision-makers demonstrating accurate description of issues and challenges, what is required, why and how.
- Build well-established database of all required data provided it is regularly updated
- Perform field visits to obtain people's views as a feedback, in addition to work by score cards while performing field visits to schools to evaluate performance.
- Watch over people's complaints at the directorate, and coordinate with people's complaints office at the provincial council and the province executive office.
- Participate in mass meetings to put the directorate closer to the citizens.
- Develop plans based on actual needs supported by numbers and tables to convince decision makers, especially after the transfer of power from the ministry, coordinate with the province executive office and its other

service sections. This allows the management to identify actual and potential success at early time in such a way to facilitate making any adjustments on time.

- DG of Diwaniya Education directorate supervises SDIP, reporting to development and planning council of the province (PPDC), governor office. They will provide strategic guidance in terms of effective implementation of the plan.

Recommendations proposed by Taqdam for current solutions:

- 1) Build model multi-classroom schools, with labs, playgrounds, painting studios, large libraries equipped with necessary requirements of students' activities.
- 2) Build trailer schools as temporary solution to avoid doubling of schools on one school building and avoid overcrowding, assign teaching staff required for that.
- 3) Contract teaching staff until teaching positions are available to hire them permanently as need be in schools, along with providing training development courses prior resuming teaching.
- 4) Possibility to contract with the private sector specialized in doing maintenance to school buildings and sanitary utilities.
- 5) Assign educational instructors (psychology departments graduates at Alqadisiyah University/college of education) make use of open education college graduates.
- 6) Build new sanitary utilities for schools.

- 7) Supply schools with labs and means of illustrations, scientific ones, libraries, computer labs, Ipads, and possibility to use the smart board.
- 8) Training courses to teaching staff with continuous meetings between teachers and parents.
- 9) Continue staff development courses in collaboration with donors, travel abroad to be in direct touch with global teaching and education experiences with excellent students to see international peer experiences.

Field surveys:

Field surveys are visits to primary schools in the center of Diwaniya city, see the status of services delivered to students, know issues faced by students and teaching staff at schools. Some samples selected randomly to identify the real

situation and then matched against the international standard in terms of numbers of students, number of schools, number of students inside one classroom in regards to number of teachers to recognize available gaps in the school all over the education sector. These schools are:

- 1- **Aljam'a primary school for boys**
- 2- **Rukaya primary school for girls**
- 3- **Alquds primary school for girls**
- 4- **Altahtheeb primary school for boys.**

Qualitative evaluation of education sector service delivery (Primary schools)

Name of School: Aljam'a primary school for boys
Number of students: 428
Year of establishment: 2011
Number of classrooms: 13
Geographical location: Aljam'a neighborhood

Evaluation area	Indicator	Fit (rate 3)	Partly fit (rate 2)	Unfit (rate 1)	Remarks
1. Infrastructure	1-1ceilings and walls are at good condition	3			
	1-2classroom area fit to number of students	3			
	1-3electricity is ongoing lead to continuous ventilation in classroom	3			
	1-4school and classrooms are clean in general	3			
	1-5bathrooms are clean, usable, and suffiecient in comparision to number of students (males and females)	3			
	2.Administrative and teaching staff	2-1administrative staff available (schoolmaster – deputy – clerk- other)	3		
2-2all teaching specializations are available for all stages (Arabic- math- social science – English- Isamic – science – sports – art – computer), please indicate unavailable specializations			2		Lack of sports specialization (only) not matching the standard (2 per each school)
2-3The school has social worker		3			

	2-4 There are continuous visits made by the educational instructor	3			
3. Education requirements and equipment					
	3-1 Students are provided with all textbooks (curricula textbooks)	3			
	3-2 Students are provided with necessary stationery (notebooks, pencils, other)	3			
	3-3 The school has laboratory or computer room.	3			
	3-4 The school has library where all required books are available		2		Library is incorporated with the computer room
4. Activities					
	4-1 The school has activities for students to increase their skills (school trips, scouting, shows, other)	3			
	4-2 Certain extracurricular activities are performed by the school to recognize distinguished students in terms of (leadership, sports and art tendencies)	3			
	4-3 The school management observes some students help their colleagues if younger than them or those in need of help (educated by the educational instructor)		2		
	4-4 The school management hold meetings with parents on regular basis	3			
	4-5 The school management informs the parents about the schools activities and the	3			



	students' activities				
5-School health	5-1 There is regular visits by dentists and opticians to schools in regards to the set plan by the health center in line with (organized care of mouth, teeth, and eye) program		2		The schools visited by eye health team, no students examined by a dentist or assistant dentist
	5-2 The school works according to school health program through coordination between health center and schools available at same area.	3			
	5-3 There is health coordinator in the school to coordinate with the health teams specialized in (sports – science)	3			

Qualitative evaluation of education sector service delivery (Primary schools)

Name of School: Rukaya primary school for girls
Number of students: 676
Year of establishment: 1990
Number of classrooms: 16
Geographical location: first Alsadr neighborhood

Evaluation area	Indicator	Fit (rate 3)	Partly fit (rate 2)	Unfit (rate 1)	Remarks
1-Infrastructure	1-1ceilings and walls are at good condition		2		
	1-2classroom area fit to number of students	3			Wasll moisture allover the walls, fence is low and ramshackle
	1-3electricity is ongoing lead to continuous ventilation in classroom	3			
	1-4school and classrooms are clean in general	3			
	1-5bathrooms are clean, usable, and suffiecient in comparision to number of students (males and females)	3			
2.Administrative and teaching staff	2-1administrative staff available (schoolmaster – deputy – clerk- other)	3			
	2-2all teaching specializations are available for all stages (Arabic- math- social science – English- Isamic – science – sports – art – computer), please indicate		2		Female sports teacher (1) Other specializations has sufficient numbers, yet out of 6 school math

	unavailable specializations				teachers two of whom are with accurate specialization math and four general specialization
	2-3The school has social worker	3			
	2-4There are continuous visits made by the educational instructor	3			
3.Education requirments and equipment					
	3-1Students are provided with all textbooks (curricula textbooks)	3			
	3-2Students are provided with necessary stationery (notebooks, pencils, other)	3			
	3-3The school has laboratory or computer room.			1	No room only for the drawing studio
	3-4The school has library where all required books are available			1	No library
4.Activities					
	4-1The school has activities for stduents to increase their skills (school trips, scouting, shows, other)	3			
	4-2Certain extracurricular activities are performed by the school to recognize distinguished students in terms of (leadership, sports and art tendencies)	3			
	4-3The school management observes	3			

	some students help their colleagues if younger than them or those in need of help (educated by the educational instructor)				
	4-4The school management hold meetings with parents on regular basis	3			
	4-5The school management informs the parents about the schools activities and the students' activities	3			
5-School health					
	5-1There is regular visits by dentists and opticians to schools in regards to the set plan by the health center in line with (organized care of mouth, teeth, and eye) program	3			
	5-2The school works according to school health program through coordination between health center and schools available at same area.	3			
	5-3There is health coordinator in the school to coordinate with the health teams specialized in (sports – science)	3			

Qualitative evaluation of education sector service delivery (Primary schools)

Name of School: Alquds primary school for girls
Number of students: 509
Year of establishment: 1972
Number of classrooms: 13
Geographical location: old Aleskan neighborhood

Evaluation area	Indicator	Fit (rate 3)	Partly fit (rate 2)	Unfit (rate 1)	Remarks
1. Infrastructure	1-1 ceilings and walls are at good condition	3			
	1-2 classroom area fit to number of students	3			
	1-3 electricity is ongoing lead to continuous ventilation in classroom		2		No generator
	1-4 school and classrooms are clean in general	3			
	1-5 bathrooms are clean, usable, and sufficient in comparison to number of students (males and females)	3			
2- Administrative and teaching staff	2-1 administrative staff available (schoolmaster – deputy – clerk- other)	3			
	2-2 all teaching specializations are available for all stages (Arabic- math- social science – English- Islamic – science – sports – art – computer), please indicate unavailable specializations		2		Number is not matching to standard : sports teacher (1)
	2-3 The school has social worker			1	
	2-4 There are continuous visits	3			

	made by the educational instructor				
3.Education requirements and equipment	3-1 Students are provided with all textbooks (curricula textbooks)	3			
	3-2 Students are provided with necessary stationery (notebooks, pencils, other)	3			
	3-3 The school has laboratory or computer room.		2		There is drawing studio
	3-4 The school has library where all required books are available			1	No library
4.Activities	4-1 The school has activities for students to increase their skills (school trips, scouting, shows, other)	3			
	4-2 Certain extracurricular activities are performed by the school to recognize distinguished students in terms of (leadership, sports and art tendencies)	3			
	4-3The school management observes some students help their colleagues if younger than them or those in need of help (educated by the educational instructor)		2		No educational instructor available
	4-4The school management hold meetings with parents on regular basis	3			
	4-5The school management informs the parents about the schools activities and the students' activities	3			
5-School health					



	5-1 There is regular visits by desists and opticians to schools in regards to the set plan by the health center in line with (organized care of mouth, teeth, and eye) program	3			
	5-2 The school works according to school health program through coordination between health center and schools available at same area.	3			
	5-3 There is health coordinator in the school to coordinate with the health teams specialized in (sports – science)	3			

Qualitative evaluation of education sector service delivery (Primary schools)

Name of School: Althatheeb primary school for boys
Number of students: 185
Year of establishment: 1950
Number of classrooms: 6
Geographical location: old Aleskan neighborhood

Evaluation area	Indicator	Fit (rate 3)	Partly fit (rate 2)	Unfit (rate 1)	Remarks
1- Infrastructure	1-1 ceilings and walls are at good condition			1	The building is old and rated as ramshackle, floor is uneven
	1-2 classroom area fit to number of students	3			
	1-3 electricity is ongoing lead to continuous ventilation in classroom		2		No generator
	1-4 school and classrooms are clean in general		2		Ground is uneven so it is difficult to clean
	1-5 bathrooms are clean, usable, and sufficient in comparison to number of students (males and females)		2		Water leaks in bathrooms
	2- Administrative and teaching staff	2-1 administrative staff available (schoolmaster – deputy – clerk- other)		2	
2-2all teaching specializations are available for all stages (Arabic- math- social science – English- Islamic – science – sports – art – computer), please indicate unavailable specializations			2		Number is not matching to standard no, Arabic, social sciences teachers One sports

					teacher (1)
	2-3The school has social worker	3			
	2-4There are continuous visits made by the educational instructor	3			
3.Education requirements and equipment					
	3-1 Students are provided with all textbooks (curricula textbooks)	3			
	3-2 Students are provided with necessary stationery (notebooks, pencils, other)	3			
	3-3 The school has laboratory or computer room.		2		There is large drawing room used as examination hall and theater shows
	3-4 The school has library where all required books are available	3			
4.Activities					
	4-1 The school has activities for students to increase their skills (school trips, scouting, shows, other)	3			
	4-2 Certain extracurricular activities are performed by the school to recognize distinguished students in terms of (leadership, sports and art tendencies)	3			
	4-3The school management observes some students help their colleagues if younger than them or those in need of help (educated by the educational instructor)	3			

	4-4The school management hold meetings with parents on regular basis	3			
	4-5The school management informs the parents about the schools activities and the students' activities	3			
5-School health					
	5-1There is regular visits by desists and opticians to schools in regards to the set plan by the health center in line with (organized care of mouth, teeth, and eye) program		2		Visits done by health staff not dentist or optician
	5-2The school works according to school health program through coordination between health center and schools available at same area.	3			
	5-3There is health coordinator in the school to coordinate with the health teams specialized in (sports – science)	3			

Current solutions for visited schools, Score cards to evaluate performance

- 1- Perform maintenance on schools visited by school buildings section to organize unevaluative list of works.
- 2- Work on bridging the gap in teaching staff for these schools through assigning staff from overstaffed schools.
- 3- Transfer students of Altahteeb primary ramschackle school (185 students) to one of the nearby schools until demolishing and constructing of the school because its area is sufficient to install trailers as temporary solution.
- 4- Perform cleaning on sanitary utilities for these schools along with maintenance.

Conclusion:

Diwaniya Education Directorate endovours to run its activities efficiently and effectively to provide educational and teaching services to students based on available potentials. The directorate should also develop actual strategy to spend the resources through realistic feasibility studies for the projects need to be implemented to reduce the gaps in service delivery, and consequently guarantee better services. Finally, education directorate should be assisted to apply applicable laws for infrastructure protection