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**Governance Strengthening Project
(GSP)**

Diyala Education

Service Delivery Improvement Plan (SDIP)

Prepared by

Diyala Education Directorate

In cooperation with

GSP/Taqadum

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Diyala - Iraq

Service improvement plan for education sector:

1. Introduction

The development of countries and communities is measured by the development of services delivered to the citizens in various sectors, since the upbringing of generations and the development of their cultural level basically depends on the educational sector and the extent of its readiness to provide the best educational and teaching services, from different aspects, the most important of which is the (Education environment), through its commitment to improve its performance in terms of service delivery, as well as developing a comprehensive educational plan to improve the educational service, which mainly targets the students and then the educational staff.

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

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

The SDIP aims at evaluating the performance of the Directorate in terms of developing the teaching and administrative staffs, and the provision of better requirements that would help in providing better services for targeted groups.

The plan has depended on two stages

- First stage: Determining the infrastructure status and distribution of staff that would contribute in delivering educational services through primary schools spreading in the district of Baquba.
- Second stage: Coming out with the SDIP to address the issues related to the service delivery performance and provision of immediate and long term solutions for deficiencies, if any.
- The Directorate General of Education in Diyala province is considered as one of the most important and largest service institutions.

It is concerned with the educational and teaching aspects for all ages and for both genders, according to the educational levels (kindergartens, primary, secondary, and vocational education and teacher institutes)

- Under the 2015 organizational structure, the administration of the Education Directorate General consists of the director general (head of the organizational hierarchy) and the two administrative and technical assistants, both from the Specialist and Education Supervision sections, in addition to the (control and audit unit; educational media section, evening education, follow-up and confidential mail section, service sub-committee, legal department, quality assurance, research and studies, in addition to the contracts section, which directly report to the director general. Also, there are 31 kindergartens, 907 primary schools, 456 secondary schools, 19 vocational schools and 2 Teachers' Preparations institutes.



2. Executive summary:

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

Management of educational services: The management of the educational services is one of the most important and effective elements of community's human capabilities development, which positively reflects on the growth of the community economically and health wise. The service management is based on vital elements, which must be efficiently and effectively invested to deliver high quality integrated service to students. One of the important factors having the most impact are the financial resources (investment and operational budgets in addition to Regional Development budget and donors) and human resources, as the financial resources are one of the most important elements but not the only element governing the service delivery, as the resources management is conducted through organized operations , pre-planning and investment of resources, to achieve the desired impact and meet the objectives of the Directorate, the local government and the goals of the National Development Strategy.

It is worth noting that the directorate's integrated financial planning with the rest of other service sectors, as well as integration in preparing the operational budget in line with the preparation of the investment budget for building schools and providing education requirements would yield positive impact and ensure continuous progress of education process.

3. challenges and problems facing the Diyala Education Directorate, which significantly affect the quality of educational service offered to the citizens:

Financial:

- 1- deficient budget and the need for building new schools to accommodate the number of students on the basis of 600 million dinars for every 12 classrooms which is the average for 6-classroom school, 12-classroom school and 18 classroom school
- 2- The need for more funds to purchase lands to build schools in addition to the lands allocated by the municipality.

Infrastructure:

1. The Education sector in Diyala is suffering from poor infrastructure, as there are unusable schools in need of rehabilitation or demolition and rebuilding, in addition to the shortage of school buildings already forcing the Directorate to make the attendance in a large section of the school buildings dual and part of them triple.
2. Most of the school buildings are damaged as a result of their old building as most schools were built since the seventies of the last century.
3. Insufficient lands allocated for the construction of schools, especially in urban centers.
4. Military operations in some areas of the province and the deteriorating security situation have led to an increase in school infrastructure damage.

Security situation:

The poor security situation and the continuation of military operations in most areas of the province has led to the reluctance to complete the construction of school projects. In addition many projects have been suspended. The bombing of some schools had led to an increase in the gap in the required number of schools.

Maintenance and operation:

The poor maintenance of school buildings led to the short life of the buildings, which led to their demolition and the emergence of the need to build other alternative schools to fill the gap in the number of buildings. Most of the causes of poor maintenance are the deteriorating security situation across the province and military actions in some of them.

Displacement and forced migration:

The increase in the number of displaced persons and migration from areas of military operations to safe areas has led to an increase in the number of students in safe areas, which has made things worse.

4. Work stages in preparing the service improvement plan:

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

- 1- Using a scientific technique in analyzing the elements causing the gap in the indicator of services delivered to citizens in comparison with the standards;
- 2- Identifying the priority for the elements impacting the creation of the gap in services through their power of impact.
- 3- Developing short and long term solutions to handle the elements impacting the creation of gaps in order to reduce them;

- 4- analysis results that represent the immediate and long-term solutions will be inputs to prepare the improvement plan for the respective service in the province
- 5- The field visits conducted by the oversight and supervision team, in cooperation with the GSP team to calculate the qualitative indicators to promote the results of quantitative indicators which have been calculated.

The Directorate has adopted the use of data collected with a focus on the successful solutions to reduce the gap and improve the services provided to citizens through immediate and long –term solutions. The successful use of the model will lead to accurate results helping to identify the right, realistic and executable solutions to reduce the gap and improve the service.

Analysis of elements causing the service performance gap:

It included 14 elements associated with one of the above service standards, which are relevant to the administrative, legal, financial and technical aspects. After the analysis has been completed, the weakness and deficiency in each element and the percentage of its impact on the gap were identified. Subsequently, the element with the most impact on the creation of the gap was selected. The Directorate has identified those elements and developed immediate and long term solutions which would actively contribute in reducing the gap value. In the next chapters, we will be analyzing all performance indicators against the standards, using all analysis elements in detail and finally developing solutions for the elements having the most impact on the creation of the gap. Annex 1 contains the standards used by the Education Directorate.

5. Stepwise approach:

The SDIP involves the following questions

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

1-5"Where are we now?

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

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

Second- key performance indicators Analysis

These two techniques assist in understanding and summarizing the Directorate's environment and performance in SWOT analysis in determining realistic short, medium and long term objectives with a view to:

The SWOT assist in specifying realistic, short, medium and long term goals, in order to:

- Correcting the weaknesses
- Enhancing the strengths
- Preventing the threats

- Seizing the opportunities
- Achieving the vision

First: SWOT analysis for Diyala education Directorate:

Strengths:

1. The existence of the compulsory Education law
2. Providing opportunities to the adults through Anti-illiteracy.
3. Free education
4. Existence of public education, supervision, preparation, training and planning departments to assess the educational process.
5. Available qualified national expertise, as individuals and institutions without the need for external expertise.
6. The technological advancement that allows spreading the culture of development and quality effectively.
7. Available equitable educational opportunities for all students.
8. Commitment to provide education for people with special needs.
9. The readiness of most teachers and school administrations to take big steps toward improving their performance.

Weaknesses:

- 1- centrality in decision-making
- 2- poor activation of some significant educational legislations like (Compulsory Education Law, Parents' and Teachers' meetings)
- 3- poor utilization of teaching and educational technology
- 4- limited powers bestowed on administrations
- 5- poor accountability mechanisms at all levels
- 6- Poor self-education culture at the educational institution and dependence on in-classroom education alone.
- 7- sticking to unchangeable curricula which are disproportionate with the international standards and scientific have been achieved
- 8- Poor belief of some administrative leaderships in the overall quality assurance standards
- 9- non-utilization of educational studies and researches in serving the educational process
- 10- quick forecasts of results for initiatives and projects applied for development and relinquishing them if no immediate results
- 11- Poor infrastructure of schools and the existence of overcrowded schools double and triple and lack of suitability for modern education and meeting the minimum requirements.
- 12- Poor spending which often wastes a large part of the financial allocations.
- 13- Lack of educational opportunities and poor attention paid to kindergartens.
- 14- Weakness of educational and administrative leaderships (the right man in the right place).
- 15- Poor training quality and not opening enough courses to develop the teachers and administrations.
- 16- Most teachers holding sub-university degrees are concentrated in primary schools.
- 17- Poor level of non-educational service provided.
- 18- Slow pace in the development of curricula compared to development taking place in modern sciences and advanced technology.
- 19- Poor evaluation of educational bodies properly by their subordinates to improve performance.

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- 20- Aging methods of evaluating students' performance and their restriction to the quantitative side (examinations).
- 21- Poor attention paid to non- classroom activities.
- 22- The increase in the number of students per classroom, which negatively affects the provision of expected quality services.
- 23- Low-level of some newly graduated teachers in general.
- 24- Increasing population density in some areas because of the crises faced by the country would lead to less educational services.
- 25- Paying more attention to quantitative aspects and less attention to qualitative aspects.
- 26- The increase in the dropout and failing rates.

Opportunities:

- 1) Increasing local, regional and global interest in the quality of education.
- 2) Increasing community demand toward remote education, similar to the developed countries.
- 3) Expansion of higher education sector with the capacity to absorb school graduates.
- 4) Desire of parents and communities in high-quality education for their children.
- 5) Encouraged investment and expansion of private schools and kindergartens base.
- 6) Enabling women to assume leadership positions in school administration for their good potential in this area.
- 7) Potential utilization of the educational services provided by international organizations and donors.

Threats:

- 1) Poor security.
- 2) Large number of holidays that adversely affect the possibility of completing the curriculum.
- 3) Multiplicity of decision –making authorities.
- 4) The deteriorating economic side of the family that causes dropouts.
- 5) The large number of control and Inspection authorities would create a state of fear among employees and reduce creativity and innovation.
- 6) Stringent central legislation issued by some authorities.
- 7) Lack of independence of the Ministry of Education as it is influenced by factional and partisan pressures.

Second: performance indicators:

GSP/Taqadum has been supporting the local government to improve the process of supervising and monitoring the service delivery with the ultimate aim of raising the level of services provided to the citizens by adopting measurable standards on a par with the rest of the civilized world countries. In order to have full picture of the reality of service delivery in the education sector in Diyala Province, Taqadum has developed two type of standards, one is qualitative and one is quantitative, noting that the targeted sample is the primary education and as follows:

- 1- **quantitative standards:** They are standards that can be quantified to identify the level of service delivery, and have included four sets of standards:
 - a- size of building and number of school buildings
 - b- number of administrative and teaching staffs
 - c- teaching environment
 - d- efficiency of teaching system
- 2- **Qualitative standards;** they are standards which cannot be quantified but through field visits. The Directorate in cooperation with Taqadum has conducted field visits to four schools in central Baquba where the qualitative measuring tool (Score Cards) (Annex 2) is applied, which is developed by Taqadum project to qualitatively measure the service delivery. It contained five sets of standards:
 - a- infrastructure
 - b- administrative and teaching staffs
 - c- requirements and equipment
 - d- activities
 - e- school health

Quantitative standards

• School building size indicator:

It represents the appropriate size of the school building to accommodate 360 students provided that the school area is 5,000 square meters and the space classroom is 48 square meters, which is supposed to accommodate 30 students by ministerial specification. The reality of this indicator for the education sector in Baquba center is 73.5% and the gap is 26.5% and a translation of these percentages, the number of primary schools in Baquba center is 89 schools, and the total number of male and female students is 43551. When applying the standard formula, the Baquba district needs to build 32 additional schools to accommodate the number of students according to the standard that is 360 per school so that the total number of schools becomes 121.

Elements causing the gap and extent of their influence:

- 1- Human resources: - no impact on the gap
- 2- Financial issues: - The need to increase financial allocations within the investment budget and regional development budget to build 32 schools. The impact of this indicator on the gap is high
- 3- Infrastructure: - 3 schools have been destroyed and exploded. Most of the schools are damaged due to their old building. No sufficient land plots allocated to school building especially in city centers. The impact of this indicator on the gap is high

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- 4- Supplies: -The need for increasing the numbers of desks, blackboards and teaching materials arises in case more schools have been built. The impact of this element on the gap is low
- 5- Capacity building: The need to train the engineering staffs supervising the projects. The impact of this element on the gap is low
- 6- Technical obstacles: - poor designs prepared by the Ministry within the investment plan to build schools and also designs prepared for building schools within the regional development plan which contains errors in calculating the bills of quantities, with no technical plan to repair the schools and no good specialized companies contributing in speeding up the construction works. The impact of this indicator on the gap is medium
- 7- Authorities: - No impact
- 8- Coordination: - lack of coordination between the Governorate and local councils and the Directorate especially most of the financial allocations are within the regional development budget and poor coordination with the municipalities directorate, State's real estate directorate and Urban Planning directorate to speed up allocating school lands. The impact of this indicator on the gap is high
- 9- Political interventions: - Intervention by some parties in determining the school locations. The impact of this element on the gap is medium
- 10- Misuse of resources: - no impact
- 11- Maintenance and operation: - poor continued maintenance of school buildings makes their life shorter. There will be a need to demolish and rebuild schools. The impact of this element on the gap is high
- 12- Security conditions: - So many projects have been suspended due to the security situation. The impact of this element on the gap is high
- 13- Logistic support: - scarcity of means of transport for staffs, engineers and those working on building the schools. The impact of this element on the gap is medium
- 14- Others (displacement and forced migration): extensive flow of the displaced into the regions has led to a need for more schools. The impact of this indicator on the gap is high

It is clear from the above account that the following elements have the highest impact on the gap:

- 1- financial issues
- 2- infrastructure
- 3- coordination
- 4- Maintenance and operations
- 5- Security conditions
- 6- Others (displacement and forced migration)

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Recommendations			
standard	Order of basic elements (that have been assigned score 3) which contribute to reducing the gap value according to priority	Immediate solutions	Long-term solutions
One school per 360 students	Financial issues	Providing funds for buying or renting residential buildings to be uses as schools provided that the number and space rooms are adequate so that they can be classrooms (there is a committee formed for this purpose assessing the homes for use as schools)	<p>The need to increase the financial allocations for the construction of schools and rehabilitation of unusable ones, by increasing the size of the allocations in the Regional Development budget, and the investment budget.</p> <p>Increasing the allocations for maintenance of buildings from operating budget. Formulating expenditure laws and rules and providing public accounting reports</p>
	infrastructure	Using caravans as a temporary solution until schools are completed in areas that need proper schools in addition o accommodating the increasing numbers of displaced persons in the current schools	Purchasing land plots and allocating them for building school compounds outside the cities and providing means of transport to transport the students to these compounds

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	Maintenance and operation	Purchasing raw materials for maintenance (electrical appliances, sanitary wares, paints and glass) to be distributed to school administrations to do maintenance work	Maintaining all the schools and educating the school administrations and students on the need to preserve these buildings
	Coordination	<ul style="list-style-type: none"> • Coordination with NGOs to support the Directorate for supplying the caravans to be alternative schools to fill the gap. • The formation of committees whose mission is to find solutions to the problem of land ownership, in coordination with the Governorate, urban planning, municipal and State properties departments • coordinating with all Governorate's departments to form a committee to streamline the procedures for land donations from the citizens 	Coordinating with the local government to instruct the relevant departments to facilitate handing over the lands allocated to educational purposes against reasonable amounts of money

• Average classroom size indicator suitable for the number of students (one classroom for every 30 students)

For the standard (one classroom for every 30 students), the indicator for primary education for the Center of Baquba was calculated at 81.3% and the gap is 18.7%, and this indicates the urgent need for building schools or expanding some of them by adding extra classrooms to reduce the load on schools, and so the financial allocations must be increased, both in the investment plan or the regional development plan for the construction of schools and bridging the gap. The number of schools is 12-classroom 32 which is not difficult to be implemented if we knew that the required number of schools required be constructed will increase each year

because of the increased number of students and so the construction school implementation plan must be speeded up within the time limit of 3 years and this will be an influencing factor in closing the gap.

Elements causing the gap and extent of their influence:

- Human resources: - no impact on the gap
 - Financial issues: - The need to increase financial allocations within the investment budget and regional development budget to build 32 schools. The impact of this indicator on the gap is high
 - Infrastructure: - 3 schools have been destroyed and explode and need to be rebuilt. Most of the schools are damaged due to their old building. No sufficient land plots allocated to school building especially in city centers. The impact of this indicator on the gap is high
 - Supplies: -The need for increasing the numbers of desks, blackboards and teaching aids arises in case more schools have been built. The impact of this element on the gap is medium
 - Capacity building: The need to train the engineering staffs supervising the projects. The impact of this element on the gap is low
 - Technical obstacles: - poor designs prepared for repairing the schools with no good specialized companies contributing in speeding up the construction works. The impact of this indicator on the gap is medium
 - Authorities: - No impact
 - Coordination: - lack of coordination between the Governorate and local councils and the Directorate especially most of the financial allocations are within the regional development budget and poor coordination with the municipalities directorate, State’s real estate directorate and Urban Planning directorate to speed up allocating school lands. The impact of this indicator on the gap is high
 - Political interventions: - Intervention by some parties in determining the school locations. The impact of this element on the gap is low
- 15- Misuse of resources: - no impact
- 16- Maintenance and operation: - poor continued maintenance of school buildings makes their life shorter. There will be a need to demolish and rebuild the schools. The impact of this element on the gap is high
- 17- Security conditions: - So many projects have been suspended due to the security situation. Most of the project raw material sources are located in restive areas in which military operations are taking place. The impact of this element on the gap is high
- 18- Logistic support: - scarcity of means of transport for staffs, engineers and those working on building the schools. The impact of this element on the gap is medium
- 19- Others (displacement and forced migration): extensive flow of the displaced into the regions has led to a need for more schools. The impact of this indicator on the gap is high

It is clear from the above account that the following elements have the highest impact on the gap:

- 7- financial issues
- 8- infrastructure
- 9- coordination
- 10- Maintenance and operations
- 11- Security conditions

12- Others (displacement and forced migration)

Recommendations			
standard	Order of basic elements 9 that have been assigned score 3 which contribute to reducing the gap value according to priority	Immediate solutions	Long-term solutions
One classroom for every 30 students	Financial issues	Providing funds for purchasing or renting residential homes for use as schools provided that the number and space of classrooms are adequate so that they can be used as schoolrooms (there is a committee formed for this purpose assessing the homes for use as schools)	The need to increase the financial allocations for the construction and rehabilitation of unusable schools by increasing the size of the allocations in the regional Development budget and the investment budget. Increasing allocations for maintenance of buildings from operating budget. Formulating expenditure laws and rules and providing public accounting reports
	infrastructure	Using caravans as a temporary solution until building schools in areas that need proper schools in addition to accommodating the increasing numbers of the displaced in the existing	Purchasing land plots and allocating them to building compounds for schools outside the cities and providing means of transport to transport the students to these compounds

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		schools	
	Maintenance and operation	Purchasing maintenance materials for electrical appliances, satiray wares, painst and galss to be distributed to schools for maintenance purposes	Maintaining all the schools and educaying the administrations of schools and students that they should keep these building tide
	Coordination	Coordination with non-governmental organizations to support the Directorate for the purpose of supplying the caravans as alternative schools to bridge the gap. Forming committees whose mission is to accelerate finding solutions to the problem of land ownership, in coordination with the Governorate and urban planning, municipal and State’s properties departments. coordinating with all Governorate’s departments to form a committee to simplify procedures for land donations by by citizens	Coordinating with the local government to instruct the relevant departments to simplify handing over the lands allocated to educational purposes against reasonable amounts of money

Indicators for administrative and teaching staffs

Administrative and teaching staffs

This indicator represents the adequacy of the administrative and teaching staffs to perform the educational service so that the ratio would be one teacher per 30 students and one principal, one assistant and administrators. When

measuring the total number of teachers in the district of Baquba for primary education there were 3065 male/female teachers, and compared to the total number of students which is 43,551 students, the indicator was one teacher per 14 per students, which is a positive sign, compared to the standard. **No gap**

Teaching environment standard

- **Teaching environment indicator** (one lavatory per 50 students): lack of data on the number of lavatories has led to non- calculation of indicator
- **Teaching environment indicator** (one water faucet per 50 students): lack of data on the number of water taps led to non- calculation of indicator

Efficiency of the education system

- **Teaching system efficiency indicator** (failing and dropout): lack of data on the index led to a lack of index calculation.
- **Teaching system efficiency indicator** (enrollment): lack of data on indicator data has led to non-calculation of indicator

- **Qualitative standards**

- 1- infrastructure
- 2- administrative and teaching staffs
- 3- requirements and equipment
- 4- activities
- 5- school health

1. School health

Besides the quantitative standards that were used in the calculation of the indicator value for the purpose of studying it using the gap analysis model, Taqadum project (GSP) has developed a tool for measuring quality indicators through field visits by the team supervising the services in collaboration with (GSP) team in the province, which is a scorecard. This tool can be used as a tool to evaluate the performance of the service and its use would lead to identifying the reality of the performance of educational services. The team overseeing the services in collaboration with (GSP) team working in the province has conducted field visits to four primary schools in different parts of Baquba district:

- 1- Al-Mu'lima Primary School
- 2- Al-Wathba Mixed Primary School
- 3- Al-Afaq Primary School for Girls
- 4- Al-Harrani Primary School for Boys

The results achieved through the visits using the score cards have supported the results achieved using the other analysis tools used in the quantitative standards.

2-5 **Where do we want to be?**

According to the information gathered in situation analysis in 3.2.1, it is possible to develop and clarify the goals and objectives of the Directorate, derived from the education Directorate's message and visions. There should be an

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agreement on the performance standards and goals which fall under the name ‘SMART’ (specific, measurable, achievable, realistic and time-bound).

Vision of Diyala Education General Directorate:

A pupil achieving his highest capabilities, with integrated personality and be involved in the community development, belonging to his religion and homeland through a high quality teaching system.

Directorate’s message:

providing appropriate opportunities to help in the comprehensive spiritually, mentally and socially, psychologically and physically Integrated growth of learners to the maximum extent of their abilities and their potential in order to ensure a balance between their self-achievement and their service to the community in a way that meets the requirements of this era and the process of social and economic development and preserves at the same time the cultural specificity of the community.

Educational goals

1- application of Compulsory Education Law and increasing the students enrolled in primary schools according to the action plan below

#	Goals required by the plan	Executive measures	Procedure to mission percentage	Time period		Percentage of implementing the procedures by time period for the procedure implementation for the semester				implementer
				Start date	End sate	first	second	third	fourth	

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1	application of Compulsory Education Law	The formation of the Central Committee and sub-committees by administrative units (for the purpose of carrying out field surveys for the purpose of identifying the number of students supposed to join the primary schools with the help of the security services and the mayor to force them to go to school and this would help to activate the Compulsory Education Law)	%20	1	3	2015	20	3	2015	20 %	---	---	---	Public Education/ Compulsory Education department in coordination with educational Supervision
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		Field identification of children covered by compulsory education and result consolidation	%40	20	3	2015	1	5	2015	%5	%35	---	---	
		Follow-up of enrolment of children covered by compulsory education	%20	1	10	2015	31	12	2015	---	---	---	%20	

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	Coordinating with popular organizations and supporting parties in the awareness activity and application of the law by holding (6) extended seminars attended by the heads of administrative units and the following - up supervisor in the district and school administrators to educate parents on the need to enroll their children in school	%20	1	11	2015	30	11	2015	---	---	---	%20	
--	--	-----	---	----	------	----	----	------	-----	-----	-----	-----	--

2- The directorate is seriously seeking to reduce the failing percentage through an annual plan developed for this purpose as illustrated below

#	Goals required by the plan	Executive measures	Procedure to mission percentage	Time period						Percentage of implementing the procedures by time period for the procedure implementation for the semester				implementer
				Start date			End date			first	second	third	fourth	
2	reducing failing ratios at study levels	-conducting 20 refreshment courses to raise the academic standard of poorly performing students 0	%40	2	1	2015	3	1	2015	%5	%25	---	%10	Specialist Supervision Directorate
		Holding extra classes for poorly performing final year students for all the governorate's schools 0	%30	2	1	2015	3	1	2015	%5	%15	---	%10	

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		Holding 8 seminars for school administrations to educate them on examination systems and instructions and develop methods of examinations	%30	2	1	2015	31	12	2015	%5	%15	---	%10	
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3- The Directorate is seriously seeking to curb the dropouts by developing an annual plan for that as illustrated below

#	Goals required by the plan	Executive measures	Procedure to mission percentage	Time period						Percentage of implementing the procedures by time period for the procedure implementation for the semester				implementer
				Start date			End date			first	second	third	fourth	
3	curbing dropouts at level of study	-opening schools if appropriate numbers and locations are available	%15	1	1	2015	3	1	2015	---	---	---	%15	Public education in coordination with educational supervision and supporting departments of the administrative units
		-urging the teaching faculties to handle no-show cases.	%10	2	1	2015	3	1	2015	%2	%3	%1	%4	
		-activating the educational counseling role	%10	2	1	2015	3	1	2015	%2	%3	%1	%4	

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		- circulating a statistical form to identify the number of dropouts at primary level for the first semester of 2014-2015	%5	1	1 1	201 5	2 0	1 1	201 5	---	---	---	%5
		-sending the information contained in the statics form to the Ministry	%20	2 0	1 1	201 5	3 1	1 2	201 5	---	---	---	%20
		-circulating a statistical form to identify the number of returnees for the primary level for the second semester 2014-2015	%5	1	3	201 5	2 0	3	201 5	%5	---	---	---
		-sending the information contained in the statics form to the Ministry for the second semester	%10	2 0	3	201 5	1	5	201 5	%1	%9	---	---

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		Coordination with educational Supervision and administrative units to follow up on dropouts and returning them to school	%15	1	1 2	201 5	3 1	1 2	201 5	—	—	—	%15	
		Holding 4 sectoral seminars for school administrations in coordination with relevant authorities to curb dropouts	%10	1	9	201 5	3 1	1 2	201 5	---	---	----	%10	

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4- setting a time schedule for building 16 schools during the academic year 2014-2015 and plugging 50% of the gap value according to the time plan below

C	Goals required by the plan	Executive measures	Time period						implementer
			Start date			End date			
4	(school Buildings) providing lands for building schools, repairing schools and maintenance	Building 5 primary schools (6) classrooms	1	2	2015	31	12	2015	School Buildings department in coordination with the Administration
		Building 3 primary schools (18) classrooms	1	2	2015	31	12	2015	
		Building 3 primary schools (24) classrooms	1	2	2015	31	12	2015	
		Building 5 primary schools (12) classrooms	1	2	2015	31	12	2015	

5- Paying attention to environmental and health reality of schools through a plan developed as follows:

#	Goals required by the plan	Executive measures	Procedure to mission percentage	Time period						Percentage of implementing the procedures by time period for the procedure implementation for the semester	implementer
				Start date			End date				
				day	month	year	day	month	year		

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5 -	Enhancing health and environmental supervision	- Conducting 50 visits to schools to be familiar with and follow up on health reality	%20	2	1	2015	31	12	2015	%5	%2	%3	%10	Sports activity/ Physical education and school Health department
		- Coordinating with health authorities by conducting 20 periodic meetings with health committees	%5	2	1	2015	31	12	2015	%1	%1	%1	%2	
		-holding 16 seminars with school administrations including health awareness	%5	2	1	2015	31	12	2015	%2	---	%1	%2	
		Holding 4 seminars with school administrations including school feeding awareness	%5	2	1	2015	31	12	2015	%2	---	%1	%2	
		-distributing school feeding items	%40	2	1	2015	31	12	2015	%5	---	%5	%30	

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		-	%25	1	10	201 5	31	12	201 5	---	---	---	%25	
		Holding 4 expositions on school feeding and health												

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6- paying attention to teaching aids through the Directorate’s plan below:

#	Goals required by the plan	Executive measures	Procedure to mission percentage	Time period			Percentage of implementing the procedures by time period for the procedure implementation for the semester				implementer				
				Start date	End date		first	second	third	fourth					
6	identifying the need of teaching aids, laboratories, and libraries and ensuring their distribution	<u>School libraries:</u> Conducting 65 field visits to school libraries across province’s schools to identify the reality of school libraries	%6	2	1	2015	3	1	2	2015	%3	%1	---	%2	Directorate of technical Affairs/Libraries Section
		- Providing the ,libraries with books, printed materials and modern releases and to transfer them	%6	2	1	2015	3	1	2	2015	%2	%2	%1	%1	

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	- Conducting the school libraries week	%4	2 3	1 0	201 5	3 0	1 0	2015	---	---	---	%4
	والتضمين Crossing out the office books and	%4	2	1	201 5	3 1	1 2	2015	%1	%1	%1	%1
	- Making a general inventory of 950 registers and matching them	%5	2	1	201 5	3 1	1 2	2015	%2	%1	%1	%1
	Organizing lists of damaged books and sending them to the Ministry	%5	2	1	201 5	3 1	1 2	2015	%2	%1	%1	%1
	Preparing the quarterly information form	%2	2	1	201 5	3 1	1 2	2015	%1	%1	---	---

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- 7 to address the topic of non-enrolment in schools, the Directorate has sought to care for the adults through a plan and as follows:

#	Goals required by the plan	Executive measures	Procedure to mission percentage	Time period						Percentage of implementing the procedures by time period for the procedure implementation for the semester				implementer
				Start date			End date			first	second	third	fourth	
7	embarking on youn boys education	Formation of committees	%40	15	5	2015	31	5	2015	---	%40	---	---	Public Education Directorate/Young Boys educations
		Opening classrooms according to the pupil numbers in schools	%30	2	9	2015	1	10	2015	---	---	30%	---	
		Providing curricula	%30	1	10	2015	1	11	2015	---	---	---	%30	

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-8to enhance the role of community synergies and activating the role of Parents and Teachers meetings, a plan has been developed as follows:

#	Goals required by the plan	Executive measures	Procedure to mission percentage	Time period						Percentage of implementing the procedures by time period for the procedure implementation for the semester				implementer
				Start date			End date			first	second	third	fourth	
8	Enhancing relations between school and family and activating the role of Parents and Teachers meetings	Attending 450 Parents and Teachers meetings in primary schools by educational supervisors	%100	2	1	2015	3	1	2015	50 %	----	----	%50	Educational supervision directorate

3-5 “How can we get there?”

The Directorate in cooperation with the USAID-funded Taqadum program completed the gap analysis model developed by Taqadum to actively contribute to the gap analysis program. The importance of model analysis of gap in the services provided to citizens lies in: -

1. Using the scientific method in the analysis of all elements impacting the creation of the gap in the indicator of services provided to citizens compared with the standard.
2. Identifying priority for the elements influencing the gap in services through their power of influence.
3. Developing the proposed immediate and long-term solutions to address the elements influencing the gap in order to reduce it.
4. The results of the analysis which represent the proposed immediate and long-term solutions will be inputs to prepare the plan of the respective service in the province.

The Directorate has adopted the use of average collected measurements with a focus on the primary education in order to develop effective solutions to reduce the gap and improve the services provided to citizens through immediate and long –term solutions. The successful use of the model will lead to accurate results helping to identify the right, realistic and executable solutions to reduce the gap and improve the service.

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

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

1. Recommendations proposed by Taqadum program for the immediate solutions:

Recommendations:

- 1- Staying away from improvisational action and relying on organized works and scientific planning.
- 2- The need for greater coordination and cooperation between the Ministry of Education and other ministries regarding the allocation of land for the establishment of schools and the evacuation of schools from the military and security agencies, and other ministries in support of the educational process which is a solid foundation for building a strong economy in the future.
- 3- Unifying the sources of decision-making and direction and to maintain the independence and impartiality of educational institutions.

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- 4- Combating administrative corruption and eliminating it entirely.
- 5- Addressing the ongoing school buildings trespassing by the military and security agencies.
- 6- Reconsidering the educational colleges' curricula so as to ensure the preparation of qualified teachers to improve the quality of education.
- 7- Encouraging expansion of private education.
- 8- Supporting open educational college activity.
- 9- Finding a suitable mechanism for the continuation of the teachers and fully engaging them in studies even partially to develop their scientific and professional potential and open the way for postgraduate studies.
- 10- Seeking to expand the open education for different segments of society.
- 11- Cancelling the Saturday holiday as it is detrimental to the educational process.
- 12- Paying serious attention to the Physical Education, Art Education and family education lessons.
- 13- Activating the role of educational supervision and including schools of all levels in guidance.
- 14- Setting controls committing the teachers to serve in remote and outlying areas to fill vacancies occurring by bad distribution of teachers and newly appointed teachers distribution and their growing groomed in center's schools.
- 15- Referring teachers who are suffering from diseases that hinder them from doing their job, to specialized medical committees to determine how far they can be useful and retiring the sick teachers.
- 16- Including intermediate schools in compulsory education in order to ensure the continuation of learning and not to recoil into illiteracy.
- 17- Seeking to increase the chances of female enrollment in primary education by opening new schools in remote areas and separating boys from girls in areas that suffer from social problems.
- 18- Coordinating with the Ministry of Higher Education and Scientific Research to draw up future plans and programs, since the inputs of the educational process are colleges' outputs.
- 19- The need to hold seminars and conferences and common specialized symposiums in various specializations to achieve exchange of expertise and educate the stakeholders on the latest developments and to keep abreast of rapid scientific advancement worldwide.
- 20- Conducting a comprehensive national campaign to establish and renovate school buildings and to address poor restoration and pay attention to the beauty of the school buildings, gardens and all its facilities.
- 21- Adopting modern designs in the construction of schools.
- 22- Addressing or curtailing the widely rampant negative phenomena among students in a scientific and gradual manner.
- 23- Taking actions that would contribute to the discipline and follow-up such as reducing the number of students per classroom and promoting the role of educational guidance.
- 24- Rehabilitating student clubs to practice diverse activities.
- 25- Encouraging creativity, innovation and discovery and development of talents and abilities and to take care of star students.
- 26- Paying attention to students with special needs and expansion in the classes of special education.
- 27- Solving the problem of non-qualified teachers with specializations contrary to their graduation specializations
- 28- Developing educational administration and teachers with different training methods with care in choosing them basically.
- 29- Delegating to the General Directorates of Education the power to determine transport fares for teachers from outside the school region.
- 30- Developing scientific studies to improve the academic level.
- 31- Providing guidebooks, manuals and pamphlets on regulations and instructions.
- 32- Including all schools for all levels in teaching computer and without delay.
- 33- Providing equipment, supplies and teaching aids and installing modern communication devices.

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- 34- Tightening the school attendance hours and addressing dropouts and absenteeism in a realistic way.
- 35- Organizing the guidance and supervision process and staying away from improvisation in the guidance and follow-up.
- 36- 36. Secure the schools need to servants and guards, according to a standard plan.
- 37- Ensuring school needs of service employees and guards, according to a standard plan.

- 38- Providing financial allocations for schools and delegating to departments more financial and administrative powers.
- 39- reconsidering the financial legislation and regulations, which sometimes become a hindrance in the implementation of the activities and works of departments and sections
- 40- Developing the administrative staff working in the office of the provincial Directorate General of Education.
- 41- Providing the educational supervision departments with specialized educational libraries to stimulate and identify supervisors' educational and scientific experiences and enriching them in overseeing field with modern research and studies.
- 42- Providing school buildings with educational specifications equipped with various teaching aids.
- 43- Adopting new methods in educational supervision (supervision by the first teacher in schools) to ease the burden on the supervisors.
- 44- Committing the staffs to prepare educational research and studies to enrich their scientific and professional expertise and identify the latest developments in education.
- 45- Adopting more objective standards and regulations in the selection of school administrations.
- 46- 44. The development of an effective system to evaluate the performance of the Angels according to objective grounds.
- 47- Granting more powers to school principals and taking accounts of their views and recommendations in educational decisions and promotions.
- 48- Developing the relationship between the school administration and community development and building it on foundations of mutual respect, trust and cooperation.

Conclusion:

The Diyala Education Department must run its business efficiently and impactively in order to provide the best services to the citizens using the available capabilities through a realistic strategy for the disbursement of resources like building schools through the development of realistic studies of the real needs by areas of schools to be implemented to reduce the gap in service standards and thus ensuring the best services. The Directorate must choose alternatives for the school buildings to plug the shortage quickly like using caravans or increasing the number of classrooms if applicable. The educational message adopted by the Directorate is to create a generation equipped with science and high morals and this requires efforts to improve the teaching environment.

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Annex 1: standards used by the Education Directorate in the province:

#	standard	Description of standard	Unit of standard	Data required for standard measuring	description	Measuring unit		
1	Size of school building (school)	This standard represents the size of school building appropriate for pupil numbers and is represented by:	%	A .total number of students (males+females)	number of students (males+females) of the directorate	number		
		1- 360 students per school		B .total number of schools	Directorate's actual number of schools	number		
		2-total area of school (5000 square meters)		$100 \times \frac{360 \times B}{A} = \text{indicator calculation}$				%
		3-1.6 square meters is the area for pupil in the classroom						
		4-classroom area is 48 square meters						
		5-Average classroom size is appropriate for the number of students 9 30 students per classroom)						
2	Governance Strengthening Project Administrative and teaching staffs	This standard dictates that the number of	%	35 -				

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		<p>students must be adequate for all school materials and the administrative body too:</p> <ol style="list-style-type: none"> 1. lone teacher per 30 students 2. one qualified teacher per material 3. full administrative staffing (principal, assistant principal, administrator s-educational counselor) 4. maintenance specialists in each school 					
3	Teaching environment	<p>The teaching environment is defined as that the school atmosphere must be appropriate for the pupil in terms of teacher’s interaction and activities he is performing and also the interaction of the administrative body and some matters stimulating the</p>	%	number of students in the school	-a	Knowing the number of students using the lavatories and whether the number is appropriate for the existing lavatories and faucets	number

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		pupil to go to school				
		1. 1 lavatory per 50 male students.		a- number of lavatories in the school	Knowing the number of usable lavatories in terms of cleanliness, good doors and number of ventilators in each lavatory	number
		2. 1one lavatory per 50 female students.				
		3. One faucet per 50 male/female students.				
		4. all students and teachers feel they are respected and well-treated				
		5. School building is always in good condition and periodically maintained.		Number of ceiling fans and windows and their maintenance	It is essential that the classroom is well ventilated for the pupil and teacher to help create a clean teaching environment	number
		6. the school provides opportunities to students to have a leadership role among their classmates				
4	Teaching system efficiency	This standard represents the internal efficiency of	%			
				A. total number		number

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		<p>teaching systems as it requires qualitative and quantitative indicators in terms of dropouts and returning and average number of years required until the students have been graduated</p>		of enrolled students (virtual battalion)	Number of students to be enrolled in primary first grade in the beginning of the academic year		
				1. Enroment indicator.			
				2. failing and dropout indicator	B. number of students enrolled in higher studies	Number of students actually enrolled in primary first grade at the beginning of academic year	number
					C. number of students who have enrolled six years ago actually ¹	number of students who have enrolled six years ago actually in primary first grade	number
					D. final year primary school students	Number of sixth grade students	number
		(primary school enrolment indicator) $100 \times \frac{B}{A} =$ indicator calculation(Dropout and failing during primary level	%				

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				$100 \times \frac{D}{C} = \text{indicator calculation}$	
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Form no 2 (score cards)

Qualitative assessment of service delivery in education sector (primary education)

Name of school:

Year of establishment:

Geographic area:

Field of assessment	indicator	Suitable (classification 3)	Partially suitable (classification 2)	Unsuitable (classification 1)	Remarks
.1 infrastructure	1.1 condition of ceilings and walls is good				
	1.2 Space of classroom is suitable for the number of students.				
	Uninterrupted 1.3. power supply to keep the classroom ventilated				
	1.4 School and classroom				

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Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification n 2)	Unsuitable(classification 1)	Remarks
	ms are generally clean				
	1.5 bathrooms are suitable and usable, clean and adequate compared to the number of (male+female) students				
.2 administrative and teaching staffs	2.1 Available administrative staffs (principal, assistant, clerk and others)				
	2.2all teaching specializations are available for all levels (Arabic Language-Mathematics, Sociology, English,				

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Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification n 2)	Unsuitable(classification 1)	Remarks
	Islamic education, Sciences, Sports, Art education, computer(please indicate the unavailable specialization)				
	2.3 School contains social worker				
	2.4 there are continuous visits by educational supervisor				
.3 requirements and equipment	3.1 Students have access to all study materials (curricula)				
	3.2 students have access to necessary stationary (copybook s-pencils- others)				

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Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification n 2)	Unsuitable(classification 1)	Remarks
	3.3 school has laboratory or computer room				
	3.4 school has public library and books in different specializations				
.4 activities	4.1 school conducts non-classroom activities for students to identify their skills(picnics-scout camping-expositions-others				
	4.2 school conducts certain activities				

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Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification n 2)	Unsuitable(classification 1)	Remarks
	to distinguish the students from others in terms of (leadership- art or sports interests)				
	4.3. school administration notices that some students assist their classmates who are younger than them or who need assistance(carried out by guidance counselor)				
	4.4 school administration conducts meetings				

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Field of assessment	indicator	Suitable (classification 3)	Partially suitable (classification 2)	Unsuitable (classification 1)	Remarks
	with parents periodically				
	4.5 school administration informs parents of schools' activities and pupil conduct .				
.5 school health					
	5.1 وجودthere are periodic visits by dentists and eye doctors to schools according to a plan developed by the health center according to the (regular care of oral and dental, eye health)				

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Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification n 2)	Unsuitable(classification 1)	Remarks
	5.2 school works according to school health program through coordination between the health center and schools existing in the same sector				
	5.3 there is coordinator at the school coordinating with health teams and whose specialization is (sports-sciences.				