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Governance Strengthening Project
(GSP)

Kirkuk Education

Service Delivery Improvement Plan (SDIP)

Prepared by

Kirkuk Education Directorate

In cooperation with

GSP/Taqadum

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Kirkuk - Iraq

Service Improvement Plan for the education sector in Kirkuk City center

1. Introduction:

Any educational plan cannot be tracked and implemented except by analyzing it. The plan analysis is the transformation of the plan into programs and the transformation of the programs into tasks, works and functions so that we may be able to track and implement it.

The administration seeks to improve the services when they have no potential for reform and performs the reform when they have no potential for a change.

The Education Service Delivery Improvement plan (SDIP), is considered as an objective to meet the targets of Kirkuk Education Directorate as we cannot specify it but just convert it into a set of goals that can be determined, measured, implemented and accessed 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 the General Directorate of Kirkuk Education, particularly the primary level.

SDIP is developed in cooperation with local community, family, civil society organizations, non-government and international organizations based on the pressing and necessary educational requirements such as addressing the abnormal increase of population, multiplying knowledge, technological advancement and provision of the requirements of its success to enable the Directorate to achieve its short and long-term goals (strategic objectives), and also enable the directorate to develop a clear and specific vision, message, objectives and goals to manage the directorate.

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

Established in 1974, the General Directorate of Kirkuk Education is considered as one of the most important and biggest service institutions. It has an estimated 25000 employees and more than 370000 (three seventy thousand) students, with 100000 (one hundred thousand) displaced students coming from neighboring provinces.

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, teacher institutes and private and evening schools, and) in addition to accelerated education, anti-illiteracy centers and child-friendly schools.

The Directorate's 2015 organizational structure is comprised on the Director general, technical assistant, educational administrative inspectors, both from the two Specialist and Educational

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Supervision Departments, Haweeja education department, Departments of Kurdish, Turkmani, and Syrianic Studies, Monitoring and Auditing Unit, educational media Section, the abrogated Institutes Section, Follow-up and Confidential Mail Section, Service Sub-unit, Legal Section, quality Assurance, Research and Studies and Contracts Section, which directly report to the Director General and 22 departments, 7 of which directly report to the Director General and 15 reporting to the technical assistant.

The Directorate's educational institutions are 41 kindergartens, 348 primary schools, 168 secondary schools distributed to 80 intermediate schools, 32 high schools and 74 secondary schools, 16 vocational education schools, 3 Teacher's preparation Institutes, 2 Islamic Studies, 15 private primary schools, 11 private secondary school and 19 private kindergartens.

As for the educational staffs at Kirkuk City according to levels of study, there are 208 female teachers at the kindergartens, 5646 at primary schools, 2984 at secondary schools, 565 at vocational education, 55 at Teacher's preparation institutes and 30 at Islamic Studies

The foregoing indicate the size of service provided by the general Directorate of education on one hand and its increasing educational and teaching responsibilities toward our students on the other hand. The population growth is increasing by many folds, with increasing awareness of learning (increasing demand) in addition to the peculiarity of Kirkuk province in the fluctuating security compared with other provinces, which increases flow of population into it (displaced, students, teaching and educational staffs), while the school buildings are limited in number, thus increasing the pupil- classroom ration and pupil-school ratio.

So, the directorate has sought to develop plans to be implemented through the investment plan and regional development plan (civil administration) which is implemented through reconstruction in addition to the donors. This in turn would reduce the overcrowding of students inside the classrooms, and will have a positive impact on the studying and teaching aspects.

2. Executive Summary:

The analysis mechanisms used in reviewing the performance indicators for the education sector in the Kirkuk City Center, in comparison with the national standards and preference according to the direct impact on the performance indicators to ensure the quality and continuity of the service and response to citizens' complaints, a set of key elements and provided immediate and long term solutions that would improve the educational service provided to the students through studying and analyzing the educational standards in terms of covering the primary schools in Kirkuk City Center and their staffs and the extent of their available supplies and requirements

Management of educational services: The management of the educational services delivery is one of the most important and effective elements of community's development, which positively reflects on the growth of the community intellectually, educationally and economically, while the lack or insufficiency of the service would negatively impact the community's public culture. The service management is based on vital elements, which must be efficiently and effectively invested to deliver high quality integrated service to the students. One of the important factors

having the most impact are the financial resources (investment and operational budgets, Regional Development budget and poverty alleviation strategies) and human resources (starting from the Directorate’s management, teaching, engineering, administrative, and supporting staffs), as the financial resources are one of the most important elements but not the only element governing the service delivery. The resource management is conducted through organized operations, pre-planning and investment of resources, to achieve the desired impact and meet the objectives of the Directorate, the local government and the goals of the National Development Strategy.

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

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

3. Work stages in developing the service improvement plan:

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

- 1- Using the scientific technique in analyzing the elements causing the gap in the indicator of services delivered to students 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 immediate and long term solutions to handle the elements impacting the creation of gaps in order to reduce them;
- 4- The analysis results that represent the immediate and long-term solutions will be inputs to prepare the improvement plan for the respective service in the city center.
- 5- The oversight and supervision team, in cooperation with the GSP /Taqadam team has conducted field visits to calculate the qualitative indicators.

The General Directorate of Kirkuk Education has adopted the use of average measurements and information available in the Educational Planning Department within the primary education services with a focus on the most vulnerable aspects to develop appropriate solutions to reduce or get rid of the gap and improve the services provided to the students through immediate and long –term solutions. The appropriate 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 in the city center.

Analysis of elements causing the gap in service delivery:

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

4. Stepwise approach

The SDIP involves the following questions

- 1- Where we are now? (status quo)
- 2- Where we want to be? (ambition)
- 3- How can we get there? (developing a realistic message)
- 4- How can we guarantee success? (by solidarity – pupil- teacher- school administration- educational administration- developing a contemporary educational curricula- school’s relationship with the local community- optimal use of financial, material and information resources)

Where are we now?

The answer to this question requires a comprehensive and objective review and a review of the status quo of the Kirkuk Education Directorate’s performance and practices, and the educational indicators of our status quo are measured against the standard. The information we have can be accessed and converted into data and then into indicators so that the intended target can be reached. Developed statistical programs and systems can be used like:

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

Second- key performance indicators Analysis

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

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

- Identifying the weaknesses
- Identifying the strengths
- knowing the threats

- knowing the opportunities
- Achieving the vision

First: SWOT Analysis for the General Directorate of Kirkuk Province Education:

Weaknesses:

- 1- no efficient educational planners having high capabilities
- 2- no channels for the graduation of educational staffs having required and rare specializations
- 3- non-use of human, financial, material and information resource according to scientific educational techniques

Strengths:

- 1- the educational administration's strong willpower to control the most significant obstacles of the educational field
- 2- appropriate educational infrastructure ensuring achievement of the targets
- 3- availability of diversified, central and local investment budget

Threats:

1. Multiplying changes in population against the expected changes
2. Doubling cognitive level so as it does not keep up with the educational and teaching level.
3. The evolution of technology that may not be utilized with the existing potentials so that the output of our schools does not keep pace with the global evolution of technology.

Opportunities:

1. Government support by the local administration and the Ministry of Education.
2. desired public community awareness toward learning.
3. Taking advantage of the civil society and non-governmental organizations.
4. Applying recommendations of global conferences on the application of Principles of Education for everyone.
5. Applying decentralization in the educational field and benefitting from the experiences of developed countries in the educational field

Second: (performance indicators) for the General Directorate of Kirkuk province Education

GSP/Taqadam has been supporting the local government to improve the process of supervising and monitoring the service delivery with the ultimate aim of raising the level of services provided to the students by adopting measurable standards on a par with the rest of the civilized world countries. The service delivery standards are based on four main foundations in the

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educational services as being a basic service, with a focus on the process of obtaining it qualitatively and quantitatively through the following standards and indicators:

Quantitative indicators:

- 1- size of school building
- 2- administrative and teaching staffs
- 3- teaching environment
- 4- efficiency of teaching system

The Kirkuk Education Directorate has been working according to these standards, with the indicators provided at the level of city center, performance indicators reviewed against the standards, weaknesses diagnosed, gap value identified, and recommendations provided and contributing to uplift the service delivery performance in the said province.

➤ **Size of schools building(school)**

This standard represents the size of school building and extent of its appropriateness with the educational process service within the prescribed standards

#	Standard	Description of standard	Ratio of indicator	Ratio of gap
1	Size of school building (school)	360 students for every school	%100	%0
		Total area of school is 5000 square meters	%85.4	%14.6
		Space for a pupil in the classroom is 1.6 square meter	%96.9	%3.1
		classroom is 40 square meters in area	%97	%3
		Average size of classroom is suitable for the number of students(30 students in each classroom)	%97	%3
		Average :	%94.1	%5.9

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Elements causing the gap and extent of their impact				
Standard	elements	Reasons	Immediate solutions	Long –term solutions
Size of school building	authorities	<p>1. Increasing and delegating the powers would lead to the selection of the appropriate size of the school</p> <p>2. overlapping in powers could lead to a delay in the selection of school size</p> <p>3. non- clarity of instructions (legislation - law - Constitution) would lead to a delay in the selection of the building size</p> <p>4. The lack of their knowledge of modern management</p> <p>5. non-adoption of new and modern designs</p>	<p>1-depending on decentralized management in determining and choosing the size of school building</p> <p>2-increasing the powers of technical and designing authorities at the directorates</p>	<p>Promulgating laws and issuing instructions on increasing the powers to choose the appropriate size and constructing them in future and depending on new experiences from the neighboring countries in this field</p>
	Human resources	<p>1-no educational planners identifying a relationship between the building size and actual needs</p>	<p>Depending on experienced local and foreign planners and on scientific educational studies through which the local capacities can be developed and not to depend on the planning departments in choosing the size of school building</p>	<p>Paying attention to the planning and technical staffs to develop a plan so that the building size suits the future need</p>

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➤ **Administrative and teaching staffs:**

This standard dictates that the number of teachers must be sufficient for all the materials and also the administrative staffs.

#	Standard	Description of standard	Ratio of indicator	Ratio of gap
2	Administrative and teaching staffs	one teacher for every 30 students	%100	%0
		One qualified teacher for each material	%90	%10
		Full administrative staffing (principal- assistant principal- administrators- educational counselor)	%82	%18
		Presence of a maintenance specialist in every school	%100	%0
		average:	%86	%14

Elements causing the gap and extent of their impact				
Standard	elements	Reasons	Immediate solutions	Long –term solutions
Administrative and teaching staffs	Misuse of resources	1- existence of quota system 2-intercessions unwillingness	1-redistributing the resources correctly 2-pursuing the standards and needs in distribution	Developing a sound database for distribution according to eligibility to avoid random duplication in resource distribution
	Human resources	1-inequitability in distribution due to lack of some specializations	1-training, grooming and preparing some teachers for specialization in some unavailable specializations and materials	Considering the opening of new channels at institutes, colleges and departments for rare and unavailable specializations
	authorities	Delegating powers to the directorates to distribute the educational staffs and not to allow other authorities to interfere	Delegating powers to some departments like the (Staffing) to solve the problem the irremediable vacancies according	Considering ¹ increasing future authorities for relevant parties to develop a database to control the distribution of

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			to priority	specialized educational staffs and avoid irremediable vacancies and bottlenecks in some schools
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➤ **Teaching environment:**

It is possible to develop standards on the teaching environment according to the environment suitability for the educational reality

#	Standard	Description of standard	Ratio of indicator	Ratio of gap
3	Educational environment	one toilet for every 50 students	%87	%13
		one toilet for every 50 students	%87	%13
		one faucet for every 50 male/female students	%87.2	%12.8
		All students and teaching feel they are respected and well treated	%100	%0
		School building is always in good condition and subject to periodic maintenance	%50	%50
		The school provides opportunities for students to have a leadership role among their classmates	%25	%75
		average :	%68	%32

Elements causing the gap and extent of their impact				
Standard	elements	Reasons	Immediate solutions	Long –term solutions
Teaching environment	authorities	Non-delegation of powers to the educational administration and school management to develop the educational environment	Delegating some powers to the educational and school administrations to develop the teaching environment based on the capabilities, would help improve the school and educational	Delegating powers to the education administration and school to change the reality of school and teaching environment in future and pursue new methods in

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			environment through: 1-paying attention to educational counseling 2-Appointing educational counseling for schools 3-Appointing service personnel and guards for the schools 4-improving school's relationship with the local community and students' parents	their business
		Financial issues	The scanty allocations required for providing an appropriate teaching environment might lead to uncontrolable educational environment problems and an increase in the gap	Using the currently available potential and funds to develop the educational environment

➤ **Efficiency of teaching system:**

The efficiency of institutional system for the education can be extracted by finding the gap between the reality and ambition.

#	Standard	Description of standard	Ratio of indicator	Ratio of gap
4	Efficiency of teaching system	Enrolment indicator	96.4	%3.6
		Failing and dropout indicator	%87.2	%12.8
		Average:	%91.8	%8.2

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Elements causing the gap and extent of their impact				
Standard	elements	Reasons	Immediate solutions	Long –term solutions
Efficiency of teaching system	Capacity building	No capacity building trainers in the educational field	Educating the educational staffs on knowledge about system efficiency	Paying attention to development of educational and administrative capacities and reliance on global experience and paying attention to research and studies in the field of capacities
	Misuse of resources	1. unclear educational policies 2. no plan for using the resources 3. poor implementation of resource use 4. no oversight in using the resource	Immediate action to re-distribute the use of resources to achieve the goals	Seeking to develop an elaborate plan for future use of resources
	Authorities	No flexibility in coordination between the powers, authorities and responsibilities in achieving the goals	Increasing the powers in the following areas to accelerate the achievement of goals, including: 1. Choosing qualified teachers 2. Adopting modern	Paying attention to development of educational and administrative capacities and reliance on global experience and paying attention to research and studies in the field of capacities

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			teaching methods. 3. Reconsidering the educational curriculum. 4. Optimal use of the financial, material and information resources	
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Third: field surveys

Field surveys are visits to schools to identify the reality of the services provided to students and find out the problems and obstacles faced by the students and the teaching staff at the center. Four primary schools have been chosen randomly to identify the status quo and match the international standard for the number of students to determine the proportion of the gaps in the educational sector.

Al-Ibtikar Primary school for Girls

The school was established in 1990, accommodating 5000 students and situated in 1st of June area in Kirkuk Province’s center. The results were:

#	Name of standard	assessment	gap
1	infrastructure	%67	%33
	Administrative and teaching staffs	%100	%0
	Requirements and equipment	%67	%33
	activities	%100	%0
	School health	%100	%0

Gap analysis:

1. Infrastructure
 - Space of classroom is insufficient for the students. Electricity is interrupted and unstable

2. requirements and equipment
 - The school laboratories need to be supplied
 - No school library

Hassan Bin Thabit Primary school

The school was established in 2005, accommodating 400 students and situated in the festival square area in Kirkuk Province’s center. The results were:

#	Name of standard	assessment	gap
1	infrastructure	%47	%53
	Administrative and teaching staffs	%92	%8
	Requirements and equipment	%67	%33
	activities	%87	%13
	School health	%100	%0

Gap analysis:

- 1- Infrastructure
 - Electricity is interrupted and unstable. Bathrooms are inappropriate and unusable
- 2- Administrative and teaching staffs:
 - There is a shortage in some specializations (Mathematics –English language)
- 3- requirements and equipment
 - The school laboratories need to be supplied
 - No school library
- 4- Activities
 - poor application of non-classroom activities

Sa’d Bin Abi Waqqas Primary school

The school was established in 2004, accommodating 475 students and situated in Hay Al-Nida’ area in Kirkuk Province’s center. The results were:

#	Name of standard	assessment	gap
1	infrastructure	%73	%27
	Administrative and teaching	%83	%17

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	staffs		
	Requirements and equipment	%67	%33
	activities	%100	%0
	School health	%100	%0

Gap analysis:

- 1- Infrastructure
 - Electricity is interrupted and unstable. Bathrooms are inappropriate
- 2- Administrative and teaching staffs:
 - no social worker
- 3- requirements and equipment
 - no laboratory or computer
 - no school library

Al-Dhia' Primary school

The school was established in 1977, accommodating 450 students and situated in Al-ba'th area in Kirkuk Province's center. The results were:

#	Name of standard	assessment	gap
1	infrastructure	%87	%13
	Administrative and teaching staffs	%100	%0
	Requirements and equipment	%67	%33
	activities	%93	%7
	School health	%100	%0

Gap analysis:

- 1- Infrastructure
 - Electricity is interrupted and unstable.
- 2- requirements and equipment
 - no laboratory in the school
 - No school library
- 3- Activities
 - poor non-classroom activities

Where do we want to be?

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

5. Vision, message and goals of the General Directorate of Kirkuk education:

Vision statement of General Directorate of Kirkuk Education:

Achieving the Directorate's aspirations to reach the local and international standards in providing the educational service and achieving the high indicators

Mission statement of General Directorate of Kirkuk Education:

Developing a coherent, realistic, flexible and clear-cut message (plan) or means to achieve the educational goals in the Province of Kirkuk

Goal statement of General Directorate of Kirkuk Education:

1. Providing an opportunity of education for everyone
2. Reducing dropouts within the permissible standards during the new school year.
 - a. Communication and cooperation with the students' parents to return the pupil to school.
 - B. Reducing school violence as much as possible.
 - C. encouraging the students to continue studying with interest, the materials (Art Education, Physical Education, recreational trips and educational competitions)
3. Encouraging lifelong learning by reducing non-enrollment at all levels and making room for all age groups to be enrolled.
4. Reducing disparity in enrollment of students, especially the girls during the next school year.
5. Improving the quality of education in order to reach high levels of educational sector output
6. Applying anti-illiteracy for the purpose of reaching international standards.
7. Applying strategic management in the educational field.
8. Opening evening schools and adult learning to make way for the largest possible number of school enrollments for their self-realization.

6. Strategy of General Directorate of Kirkuk education:

- Choosing suitable methods of education to achieve the educational goals and objectives.
- Adopting modern methods of teaching in the educational field.
- Applying the concept of friendly critic in the field of supervision since its psychological impact on the school administrations is slight.

- Giving room for youthful elements to work within the specializations, especially the administration to induce a change in the field of educational administration.
- Improving education relationship with the local community to show help in achieving the goals of the educational process.

How can we get there?

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

How can we guarantee success?

- 1- All service providers in the City of Kirkuk joining hands and reaching an understanding about the reality of education
- 2- Solidarity, understanding and coordination between pupil- teacher- school administration-educational administration-local community
- 3- using human, financial, material and information resources in an optimal and appropriate way to ensure success

7 . Recommendations proposed for immediate solutions:

1. Serious work to build diversified, spacious multi-classroom, multi-laboratory schools equipped with full requirements of studying, and with students exercising their activities.
2. Making use of lands existing within the province and in legal and permitted ways.
3. Training the educational staffs on modern methods of teaching.
4. Relying on local and international designs to build schools within educational complexes.
5. Disseminating educational awareness among the people to reduce indicators of dropouts, repetition, non- enrollment and underachievement.
6. Seeking to have the student psychology coping with the school environment.

Conclusion:

We wish Taqadum organization sublimity and success to the best interest of educational process and to honorable services to the Iraqi community in order to control the educational problems, obstacles and crises and for more offering in the future.



#	Standard	Description of standard	Unit of standard	Data required for measuring the standard	Description	Measuring unit
1	Size of school building (school)	This standard represents the size of school building appropriate for pupil numbers and is represented by:	%96.2	A .total number of students (males+females)	number of students (males+females) of the directorate	119537
		1- 360 students per school	104.8%	B .total number of schools	Directorate's actual number of schools	348
		2-total area of school (5000 square meters)	%85.4	$100 \times \frac{360 \times 348}{119537} = \text{indicator calculation}$		104.8%
		3-1.6 square meters is the area for pupil in the classroom	%96.9			
		4-classroom area is 48 square meters	%97			
		5-Average classroom size is appropriate for the number of students (30 students per classroom)	%97			
2	Administrative and teaching staffs	This standard dictates that the number of students must be adequate for all school materials and the administrative body too:	%103	<u>principal, assistant, administrator, educational social worker</u> %27%100%100%100		
		1. 1one teacher per 30 students	%141			
		2. one qualified teacher per material	%90			
		3. full administrative staffing (principal, assistant principal, administrators-educational counselor)	%82			
		4. maintenance specialists available in each school	%100			

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3	Teaching environment	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 pupil to go to school	%72	A. number of students in the school 344	Knowing the number of students using the lavatories and whether the number is appropriate for the existing lavatories and faucets344	%57.3		
		1. 1 lavatory per 50 male students.	%87	number of lavatories in the school 6.2 average	Knowing the number of usable lavatories in terms of cleanliness, good doors and number of ventilators in each lavatory			
		2. 1one lavatory per 50 female students.	%87					
		3. One faucet per 50 male/female students.	%87					
		4. all students and teachers feel they are respected and well-treated						%100
		5. School building is always in good condition and periodically maintained.	%50	Number of ceiling fans and windows and their maintenance 2 -2	It is essential that the classroom is well ventilated for the pupil and teacher to help create a clean teaching environment medium	2		
6.the school provides opportunities to students to have a leadership role among their class-mates	%25	Below level of target						
4	Teaching system efficiency	This standard represents the internal efficiency of teaching systems as it requires qualitative and quantitative indicators in terms of dropouts and returning and average number of years required until the students have been graduated	%91.8					
		A. total number of enrolled students (Number of students to be enrolled in primary first grade in the beginning of the	24000			

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	1. Enrolment indicator.	%96.4	virtual battalion)	academic year	
	2. failing and dropout indicator	%87.2	B. number of students actually enrolled	Number of students actually enrolled in primary first grade at the beginning of academic year	23132
	<p align="center"> %90.40 percentage of passing 6.66 %percentage of failing %2.94 percentage of dropout </p>	%89.2	C. number of students who have enrolled six years ago actually ¹ 2218	Total number of students enrolled at all levels from first grade to sixth grade	107.94 2
			D. final year primary school students	Number of primary sixth grade students	15350
			(primary school enrolment indicator) $100 \times \frac{B}{A} = \text{indicator calculation}$ Dropout and failing during primary level $100 \times \frac{D}{C} = \text{indicator calculation}$		%13.9

below is the method of calculating the qualitative indicators



Gap analysis 1-2.xlsx



Gap analysis 1-1.xlsx

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

Name of school: Al-Ibtikar Primary School for Girls

Year of establishment: constructed in 2001. The school was established originally in 1990

Geographic area: 1 st of June

Number of students: 5500

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

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Field of assessment	indicator	Suitable (classification 3)	Partially suitable (classification 2)	Unsuitable (classification 1)	Remarks
	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)	✓			
	2.2 all teaching specializations are available for all levels (Arabic Language- Mathematics, Sociology, English, 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 requirement	3.1 Students have access to	✓		

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Field of assessment	indicator	Suitable (classification 3)	Partially suitable (classification 2)	Unsuitable (classification 1)	Remarks
s and equipment	all study materials(curricula)				
	3.2 students have access to necessary stationary(copybooks-pencils-others)	✓			
	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- exhibitions-others	✓			
	4.2 school conducts certain activities to distinguish the students from others in terms of (leadership- art or sports interests)	✓			
	4.3 The school administration notices that some students assist their class-mates who are younger than them or who need assistance(carried out by	✓			

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Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification 2)	Unsuitable(classification 1)	Remarks
	guidance counselor)				
	4.4 school administration conducts meetings with parents periodically	✓			
	4.5 school's administration informs parents of schools' activities and pupil conduct .	✓			
.5 school health	5.1 there 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)	✓			
	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 a health coordinator at the school	✓			

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification 2)	Unsuitable(classification 1)	Remarks
	coordinating with health teams and whose specialization is (sports-sciences.				

Signed by

Assistant

Siham Mohammad Ali

Assistant

Kiltan Mohammad Ahmed

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

Service sector – Educational Services Improvement Plan

Name of school: Hassan Bin Thabit Primary School

Year of establishment: 2005

Geographic area: Festival Square

Number of students: 400

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

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable (classification 2)	Unsuitable (classification 1)	Remarks
	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)	✓			
	2.2 all teaching specializations are available for all levels (Arabic Language- Mathematics, Sociology, English, 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 requirement	3.1 Students have access to	✓		

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification 2)	Unsuitable(classification 1)	Remarks
s and equipment	all study materials(curricula)				
	3.2 students have access to necessary stationary(copybooks-pencils-others)	✓			
	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- exhibitions-others			✓	
	4.2 school conducts certain activities to distinguish the students from others in terms of (leadership- art or sports interests)	✓			
	4.3 school administration notices that some students assist their class-mates who are younger than them or who need assistance(carried out by guidance counselor)	✓			

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification 2)	Unsuitable(classification 1)	Remarks
	4.4 school administration conducts meetings with parents periodically ^s	✓			
	4.5 school's administration informs parents of schools' activities and pupil conduct .	✓			
.5 school health					
	5.1 there 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)	✓			
	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 a health coordinator at the school coordinating with health	✓			

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification 2)	Unsuitable(classification 1)	Remarks
	teams and whose specialization is (sports-sciences.				

Signed by

For the principal

Shadha Isam Mohammad

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

Name of school: Sa’d Bin Abi Waqqas Primary School

Year of establishment: 2004

Geographic area: Al-Nida’/ Kirkuk

Number of students: 475

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable (classification 2)	Unsuitable (classification 1)	Remarks
.1 infrastructu re	1.1 condition of ceilings and walls is good	✓			
	1.2 Space of classroom is suitable for the number of students.		✓		
	1.3. Uninterrupted power supply to keep the classroom ventilated			✓	
	1.4 School and classrooms are generally clean	✓			
	a. bathrooms are suitable and usable, clean and adequate compared to the number of (male+female) students		✓		

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification 2)	Unsuitable(classification 1)	Remarks
.2 administrative and teaching staffs	2.1 Available administrative staffs (principal, assistant, clerk and others)	✓			
	2.2 all teaching specializations are available for all levels (Arabic Language- Mathematics, Sociology, English, 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 requirement					
	3.1 Students have access to		✓		

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable (classification 2)	Unsuitable (classification 1)	Remarks
s and equipment	all study materials(curricula)				
	3.2 students have access to necessary stationary(copybooks-pencils-others)	✓			
	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- exhibitions-others)	✓			
	4.2 school conducts certain activities to distinguish the students from others in terms of (leadership- art or sports interests)	✓			
	4.3 school administration notices that some students assist their class-mates who are younger than them or who need assistance(carried out by guidance counselor)	✓			

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification 2)	Unsuitable(classification 1)	Remarks
	4.4 school administration conducts meetings with parents periodically	✓			
	4.5 school's administration informs parents of schools' activities and pupil conduct .	✓			
.5 school health					
	5.1 there 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)	✓			
	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 a health coordinator at the school coordinating with health	✓			

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification 2)	Unsuitable(classification 1)	Remarks
	teams and whose specialization is (sports-sciences.				

Signed by

Assistant

Nadwa Fadhil Mohammad

Mohammad Husein Mahmoud

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

Name of school: Al-Dhia' Primary School

Year of establishment: 1977

Geographic area: Al-Ba'th

Number of students: 450

Service sector – Educational Services Improvement Plan

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.	✓			
	1.3. Uninterrupted power supply to keep the classroom ventilated		✓		
	1.4 School and classrooms 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)				
	2.2 all teaching specializations are available for all levels (Arabic Language- Mathematics,	✓			

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification 2)	Unsuitable(classification 1)	Remarks
	Sociology, English, 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 requirement s and equipment					
	3.1 Students have access to all study materials(curricula)	✓			
	3.2 students have access to necessary stationary(copybooks-pencils-others)	✓			
	3.3 school has laboratory or computer room			✓	
	3.4 school has public library and books in different specializations			✓	

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification 2)	Unsuitable(classification 1)	Remarks
	4.1school conducts non-classroom activities for		✓		

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable (classification 2)	Unsuitable (classification 1)	Remarks
	students to identify their skills (picnics-scout camping- exhibitions-others				
	4.2 school conducts certain activities to distinguish the students from others in terms of (leadership- art or sports interests)	✓			
	4.3 school administration notices that some students assist their class-mates who are younger than them or who need assistance(carried out by guidance counselor)	✓			
	4.4 school administration conducts meetings with parents periodically	✓			
	4.5 school's administration informs parents of schools' activities and pupil conduct .	✓			
.5 school health					
	5.1 there are periodic visits				

Service sector – Educational Services Improvement Plan

Field of assessment	indicator	Suitable (classification 3)	Partially suitable) classification 2)	Unsuitable(classification 1)	Remarks
	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)				
	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 a health coordinator at the school coordinating with health teams and whose specialization is (sports-sciences.				

Signed by

Assistant principal

Shakia Hameed Jihada