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Governance Strengthening Project  
(GSP)

# Wasit Education

**Service Delivery Improvement Plan (SDIP)**

*Prepared by*

**Wasit Education Directorate**

*In cooperation with*

**GSP/Taqadum**

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**Wasit - Iraq**

## **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 provision of services, as well as developing a comprehensive educational plan to improve the educational service, which mainly targets the students and then educational staff.

The Education Service Delivery Improvement plan (SDIP), is considered as an objective to meet the targets of Wasit Education Directorate, and can also be used as a comprehensive strategy for provision of educational services to students and pupils at all levels of study to both genders, within the limits of the geographical area falling under the jurisdiction of Wasit 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 Kut.
- Second stage: Coming out with the SDIP to address the issues related to the services delivery performance and provision of immediate and long term solutions for deficiencies, if any.

The Directorate General of Education in Wasit 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) in addition to the accelerated education and illiteracy centers.

Under the 2015 organizational structure, the administration of the Education Directorate General consists of the director general of ( head of the organizational hierarchy ) and the two administrative and technical assistants, both from the Specialist Supervision 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 16 divisions, 6 of which directly report to the administrative assistant and 9 reporting to the technical assistant.

The Directorate has educational institutions, (41) kindergartens, (1172) primary schools, (290) secondary schools distributed to 134 intermediate schools, 64 high schools, 92 secondary schools, (8) vocational schools, (5) teachers preparation institutes, (30)accelerated education schools, (5) Shiite endowment schools , (10) private primary Schools , (4) private secondary schools and (4) private kindergartens .

The above information indicates the size of the services provided by the Directorate of Education on one hand and it's increasing educational and teaching responsibilities towards the students on the other hand. The increasing population growth, awareness about education ( increasing demand) and the Wasit province's peculiarity and security stability, compared with the rest of the provinces , would increasingly urge more populations to be attracted to it (students and teaching staff while there is a limited number of school buildings, thus leading to an increase in the (student - classroom) ration and (student -school) ration. the decline in these two ratios would negatively impact the education quality and as a result the passing rates will decline and failing and drop-out rates will rise, causing confusion to the directorate's business.

Therefore, the Directorate General of Education 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, and this in turn will reduce student overcrowding in classrooms and improve the studying atmosphere and the teaching level.

### **1- Executive Summary:-**

The analysis mechanism used in reviewing the educational sector performance indicators in the district of Kut in providing the service, in comparison with the national standards and preference according to the direct impact on the performance indicators to secure the quality and continuity of the service and to respond to citizens' complaints, has produced a set of key elements and provided immediate and long term solutions, that would improve the educational service provided to students , by studying and analyzing the educational standards in terms of covering the province's primary schools , their educational staff and the extent of their readiness and available appliances.

**Management of educational services :** The management of the educational services in one of the most important and effective elements of community development , which positively reflects on the growth of the community intellectually , educationally and economically, while the lack of or poor quality of

service would negatively impact the general culture of the community . The service management is based on the vital elements, which must be efficiently and effectively invested to deliver high quality integrated service to students. One of the important influencing factors having the most impact are the financial resources (investment and operational budgets ,Regional Development , and poverty reduction strategies) and human resources (starting from Directorate’s administration and teaching , administrative, engineering and supportive staff ), as the financial resources are one of the most important elements but not the only element governing the provision of the service, 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 would yield positive impact and ensure efficient and sustainable operation of the vital projects. The presence of a scientific and logical balance for the educational service cost would ensure the feasibility study and optimal use of resources and sustainable provision of educational services.

**Regions covered by Wasit education Directorate:**

- 1- Kut district which includes the following sub-districts:
  - a- Kut center
  - b- Wasit sub-district
  - c- Sheikh Sa’d sub-district
- 2- Al-Nu’maniya district which includes the following sub-districts:
  - a- Al-Nu’maniya Center
  - b- Al-Ahrar sub-district
- 3- Al-Suweira district which includes the following sub-districts:
  - a- Al-Suweira Center
  - b- Al-Shhemiya sub-district
  - c- Al-Zubaidiya sub-district
- 4- Al-Aziziya district which includes the following sub-districts:
  - a- Al-Aziziya sub-district

- b- Tajuldeen sub-district
- 5- Al-Hay district which includes:
  - a- Al-Hay sub-district
  - b- Al-Mowafaqiya sub-district
  - c- Al-Basha'ir sub-district
- 6- Badra district which includes the following sub-districts:
  - a- Badra center
  - b- Jassan sub-district
  - c- Zurbatia sub-district
- 7- challenges and problems facing Wasit Education Directorate:-

There are many challenges faced by Wasit Education Directorate due to multiplicity of its schools, which are classified by sector: 1- financial, 2 infrastructural, 3- human resources and 4- supplies.....

➤ Financial:-

- The Wasit Education Directorate is seeing a decline in financial allocations for the years 2013 and 2014 represented by the expenditure on (goods and services, maintenance, commodities, purchase of fixed assets, other expenses). The amounts allocated for 2013 were (83.413.154.000) dinars in 2014 there was no budget, thus negatively impacting the work of the Directorate for all spending,. Also, the Directorate is unable to purchase and acquire land plots on which schools can be built or even rent plots to construct caravan schools to break the pressure in some areas or to pay salaries of lecturers in some schools and incentives for employees and many other things that need integrated and sustainable funding so that the Directorate can be functioning properly and as a result better service can be provided to the students and for all areas.

➤ Infrastructural:-

- The Directorate is suffering from insufficient school buildings, which forced the Directorate to have in some schools dual and triple shifts at the same school.
- Lack of a separate building for the directorate bringing together its divisions in one place, which led to the existence of (8) sections outside the directorate, thus makes it difficult for the directorate to monitor the work of these sections.
- The Directorate is suffering from lack of land plots allocated to the Ministry of Education so that it could build schools or kindergartens on them, especially in the center's regions.
- The Directorate is suffering from insufficient classrooms in a school and thus the number of students increases in a single classroom.
- The Directorate is suffering from the old building of some schools and inability to vacate them because there is no alternative school at the same area.
- There are schools that have been demolished by some companies and which delayed completing their work and this has affected the availability of a school at that area.
- There is a lack of stores belonging to the Directorate and the existing ones cannot accommodate the books, stationery or desks.
- There are squatters on land plots (around 32 plots) with the relevant authorities not cooperating on this issue.

➤ **Human resources:-**

- Among the challenges facing the directorate is a shortage of teaching staff for some of the materials as well as a shortage of cadres in the suburban regions. This shortage is due to the lack of adequate job titles as well as unwillingness of teachers to go to the outskirts and teach there.
- The existence of the special approvals and favoritism in transfers from the outskirts to the center, leading to overstaffing in the center and its scarcity in the outskirts.
- The large number of maternity leaves, scholarships and unpaid leaves are affecting the teaching staff.

**8- Stages of work on preparation of service improvement plan:-**

The Directorate of Wasit 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 provide to the lies in:

- 1- Using a scientific technique in analyzing the elements causing gaps 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- Developing correct, realistic and executable solutions to reduce the gap and improve the service.
- 5- The oversight and supervision team, in cooperation with the GSP team has conducted field visits to calculate the qualitative indicators.

#### **4- Analyses of elements causing the gap in service performance**

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 Wasit Education Directorate has identified those elements and developed medium 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.

#### **5-stepwise method:-**

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?**

We must first study the reality of the Directorate and how it is performing the teaching service for students and how to upgrade the academic standard and then we can know the answer. The data related to "where are we now" can be obtained by using the related techniques, which is:

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.

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 of Wasit Education Directorate:**

- **Strengths:-**

- 1. The existence of a solid examination law and system**
- 2. The existence of teaching staffs holding higher degrees.**
- 3. Existence of (EMIS) system database**
- 4. Existence of schools for the distinguished students and people with special needs.**
- 5. Adoption of performance evaluation carried out by the Quality Assurance Division of the Directorate as a basis for modifying and rectifying weaknesses.**
- 6. The presence of engineering and technical staff.**
- 7. No mud-built schools in the province.**
- 8. Security is stable in the province.**
- 9. The presence of preparation and training section for the training of educational and instructional personnel.**

• **Weaknesses:-**

1. Lack of land plots allocated to educational purposes at the center and, districts and sub-districts.
2. Difficult procedures to allocate land plots of donors for educational purposes as the donor has to visit approximately 13 departments to get the approvals.
3. Increased fees imposed on private schools, pupils and students, which leads to reluctance of investors noting that the ministry has not established controls for tuition fees.
4. Poor coordination between the Ministry of Education and Ministry of Higher Education in terms of inputs and outputs.
5. Lack of buildings and increased density of students, which has led to two shifts at schools.
6. Not all the schools are covered by school feeding system.
7. Late arrival of funds allocated for the construction and restoration thus repairs and maintenance are carried out during the attendance time and this affects the functioning of the educational process.
8. Some Directorate's school buildings are too old, which requires funds to rehabilitate them or funds to demolish and rebuild them.
9. The construction of schools is not carried out by well-established companies.
10. Lack of job titles suiting the newly opened schools.
11. Lack of service employees, which negatively affects the provision of service to the pupil
12. Non-activation of Compulsory Education Act 118 of 1976.
13. Inadequate numbers of teachers in some specializations.

• **Opportunities:-**

1. Possibility of benefiting from international organizations and donor countries to support the educational projects.
2. There are sufficient numbers of university graduates who could contribute to enriching the government and private schools with new staffs.
3. The existence of many colleges of education and basic education that supply the Directorate with efficient teaching cadres.
4. The desire of residents to donate a land plot on which a school can be built.

5. The presence of investors to establish private schools.
6. The presence of a foreign factory for pre-fabricated building in the province.

- **Threats:-**

1. Referral of projects to companies which are not reputable, which leads to slow works, thus reflecting on their timely completion.
2. large numbers of students drop out due to their families' inability to afford clothing, transportation fare and other expenses for the student or they support their families.
3. No real database of the population because of the delay in conducting the census, leading to difficulty in determining those covered by compulsory education.
4. Displacement of most of the residents in rural areas due to lack of water supply, leading to an irregularity in rural schools, especially in the south of the county
5. Slight financial incentive for teachers working in remote areas, the schools remain in need of educational cadres at the suburbs. Also, the city centers are overcrowded.
6. A decline in the learning level of the schools in the suburbs since most of the staff live in the center and all new appointments require spending at least three years in suburban regions, which leads to concentration of educational experiences at the center and their scarcity in the suburban schools.
7. Repeated changes of the curriculum has led to weak performance of the educational and teaching staffs as they need continuous courses
8. Delay in approving the budget would adversely impact the functioning of the educational process.
9. Appointment of inefficient school headmasters.

**Second: performance indicators:-**

GSP/Taqadum has adopted global standards to uplift the teaching reality and improve the Directorate's business and support the local government to improve the oversight and monitoring of the delivery of services , and to advance the level of services delivered to students and pupils on a par with other civilized countries . Four standards have been put forward by Taqadum project, with of them analyzed and studied separately and gaps identified. The project also reviewed the performance indicators against the standards, identified the weaknesses and gap value and provided recommendations that would contribute to uplifting the service delivery across the Directorate. the explanation below shows how gaps are extracted from the indicators study with the standards:-

**1. The size of school building (the school):** - This standard represents the size of the school building appropriate for the number of students and is represented by: -

1. (360 students per school).
2. Total school space (5,000 square meters).
3. 1.6 square meters is the space for student in the classroom.
4. space of the classroom is 48 square meters.
5. The average size of classroom is suitable for the number of students (one classroom 30 per pupils).

**2-administrative and teaching staffs:** - This standard represents that the number of teachers must be enough for of all subjects as well as the administrative body: -

1. One teacher per every 30 pupils
2. One teacher for every academic subject, and that the teacher must be qualified
3. Full administrative staffing (principal – assistant principal-administrators - social worker)
4. Available maintenance specialists in every school

**3. Educational environment:** -The educational environment is defined in general that the school atmosphere must be suitable for students in terms of interaction of the teacher and the activities he is performing as well as the intervention of the administrative board and some matters that stimulate the student to go to school.

1. One Lavatory for every 50 male students.
2. One lavatory for every 50 female students.
3. One drinking water faucet for every 50 male/female students
4. All students and teaching staffs feel they are respected and well treated.
5. School building must always be in good condition and subject to regular maintenance.
6. The school provides opportunities for students to have a leadership role among their peers

**4. educational system efficiency:** - This standard represents the internal efficiency of the educational systems, since achieving this standard requires quantitative and qualitative indicators in terms of dropouts and repetition rates and average number of years required until students graduate.

1. **Enrollment indicator.**
2. **Failing and dropout indicator**

**Indicators for the Ministry of education/ Wasit education Directorate for academic year 2013-2014/ Kut District Center**

#	field	Proposed standards	indicators	Indicator calculation	indicator	Amount of gap
1	Size of school building (school)	One school per 360 students	Actual total number of students= 78718 Total number of buildings=140 (562=140/78718)	%64=100×360/562	%64	%36
		One classroom per 30 students	Actual total number of students=78718 Actual total number of classrooms=2421 33=2421/78718	%93=100×31/30	%93	%7
2	Administrative and teaching staffs	One teacher per 30 students	Actual total number of students=78718 Actual total number of teachers=4590 17=4590/78718	%174=100×17/30	%174	0

**The standards in which a gap was recorded will be studied only in accordance with the indicators registered in the Directorate as calculated in the above and each indicator will be studied in detail with put immediate and long-term solutions and proposals**

- **primary schools indicator**
- **(school building size) in accordance with standard (1) one school per (360) pupils: -**

There is a shortage of buildings for primary schools, according to statistics of (2014- 2015) totaling 140, and the total number of students enrolled in the same year is (78718) pupils and therefore, the indicator is (1) one school per 562 pupils, leading to a gap of (36%).

**elements causing the gap for (the size of the school building) and the extent of its impact: -**

Human resources: - the impact of this element on the gap is low (0)

Financial issues: - The funds allocated from the investment budget and Regional Development are not enough to build schools to fill or reduce the gap while the operating budget is allocated only to the

**Service delivery performance improvement plan – Wasit Directorate of Education/ Version 2015-2-12(1)**

restoration of sanitary wares, electrical fittings, glass and the number of schools that need repair work as per the controls of the operating budget is (400) schools, and the Directorate can rehabilitate (100) schools each year. The impact on the gap is high (3)

Infrastructure: - inability to build new schools due to lack of financial allocations, as well as squatting on certain land plots by the locals and the lack of services in some areas, such as water and electricity, thereby hindering the construction of schools there, as well as the lack of land, especially in the district center. The impact on the gap is high ( 3)

Supplies: - the impact of this element on the gap is low

Capacity building: - the impact of this element on the gap is low

Technical obstacles: - The presence of drainage or underground water, or that some land plots are well below the street level or the presence of oil pipelines which hinders the construction of schools

Authorities: - if authorities are bestowed on the Department in terms of decision-making and virements as needed by the Directorate, this will lead to reducing the gap

Coordination: - lack of coordination between the departments concerned with the process of acquisition of lands for educational purposes, leading to delayed acquisition process to one year sometimes.

Political interventions: - the impact of this element on the gap is low

Misuse of resources: - squatting and cronyism in the construction of schools in order for some to make gains, would lead to depriving some areas of school building

Maintenance and operation: - the impact of this element on the gap is low

Security conditions: - the impact of this element on the gap is low

Logistical support: - the impact of this element on the gap is low

#	standard	Order of basic elements 9 that have been assigned score 3 ‘high impact’) which contribute to reducing the gap value according to priority	Immediate solutions	Long-term solutions
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1	360 students per school	<ol style="list-style-type: none"> <li>1- financial issues</li> <li>2- infrastructure</li> </ol>	<ol style="list-style-type: none"> <li>1- building caravan schools as a temporary solution and to break the triple shift scheme at schools, we need 60 caravans for double shifts so we need 120 caravans so that there will be only one shift in the schools of Kut district and the city center’s suburbs</li> <li>2- contracting with well-established foreign prefabrication companies able to build the schools within a short period</li> <li>3- coordinating with local government to remove the squatters</li> <li>4- reducing fees imposed on private schools</li> </ol>	Building typical spacious multi-classrooms with laboratories and equipping them with studying requirements so that students can exercise their activities
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**primary school indicator**

- **size of school building0 according to standard 1, one classroom per 30 students**

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

**Indicator value 9935), gap amount (7%)**

1. Human Resources: - no impact (0)

2. Financial issues: - the shortage in the investment budget and the Regional development would significantly affect the building of new classrooms or buying and acquiring lands for the purpose of establishing the school on them. The impact on the gap is high (3)
3. Infrastructure: - schools are overcrowded with students because they are insufficient in number and the number of classrooms, especially in densely populated areas. The impact on the gap is high (3)
4. Supplies: - lack of supplies of desks and blackboards which leads to closure of some classrooms in some schools.
5. Capacity building: - no impact (0)
6. Technical obstacles: - no impact (0)
7. Authorities: - If there are legal and financial and administrative powers to transfer ownership of a property or a building or a piece of land from a particular ministry to the Ministry of Education and thus building new schools, this will reduce the gap.
1. Coordination: - It affects in terms of infrastructure, as there are a lot of problems in the allocation of land plots for building and with good coordination between the Ministry of Education and other ministries that gap will be reduced.
8. Political interventions: - no impact (0)
9. System Quality: - no impact (0)
10. Maintenance and Operation: - primary schools and all school buildings need to be maintained and repaired continuously so as they can be fit for occupancy by staff and students and the life of the building can also be extended.
11. Logistic support: - no impact (0)
12. Other: - no impact (0)

#	standard	Order of basic elements 9 that have been assigned score 3 ‘high impact”) which contribute to reducing the gap value according to priority	Immediate solutions	Long-term solutions
4	One classroom per 30 students	Financial issues ( insufficient investment and regional development budgets	Purchasing and installing caravans and turning them into classrooms fully equipped to contribute in reducing the gap	Increasing the financial allocations for the building of new schools, purchasing new land plots or renting buildings to be used as primary schools
		Infrastructure 9 insufficient buildings, old buildings)	Directing schools not to exploit the classrooms for other purposes as a room for the guard or libraries 1. for slow performing or non-performing companies executing the construction of schools,, the works must be accelerated (a committee of the Office of the province and department of buildings is set up) and the implementation will be at the expense of the contractor.	<ul style="list-style-type: none"> <li>● construction of schools in many areas as well as the construction of new classrooms in the yards of the old school</li> <li>● orientation to the pre-fabricated constructions for its quick completion</li> <li>● Orientation to contracting with reputable international companies for the construction of typical world-class schools.</li> <li>● orientation to vertical construction of schools where safety conditions are available</li> </ul>

- primary schools indicator
- teaching environment ( one water faucet per 50 male/female students:-

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

The indicator value is (69%) and the amount of gap is (31%)

1. Human Resources: - no impact (0)
2. Financial issues: - increasing the funds allocated to school maintenance and repairs. The impact on the gap is high (3)
3. Infrastructure: - some of the buildings are old with no standards being observed, and with no maintenance of existing ones
4. Supplies: - the number of faucets must be proportional with the number of students of the school. Good quality faucets in terms of origin must be selected
5. Capacity building: - no impact (0)
6. Technical obstacles: - no impact (0)
7. Authorities: - no impact (0)
8. Coordination: - no impact (0)
9. Political intervention: - (0) does not affect
10. Quality System: - no impact (0)
11. Maintenance and Operation: - There must be regular maintenance not to be neglected, to increase their life
12. Security conditions: - no impact (0)
13. Logistic support: - no impact (0)
14. Other: - pupils must monitored in terms of their use of the faucets so that they do not rush and damage them quickly. The impact on the gap is high (3)

#	standard	Order of basic elements 9 that have been assigned score 3 ‘high impact’) which contribute to reducing the gap value according to priority	Immediate solutions	Long-term solutions
4	Faucet per 50 students	Financial issues	1. Increasing the financial allocations for the maintenance of schools 2. Providing systems to filter the water, with water coolers in numbers suitable for each school 3. urging the parents to educate their children on the importance of preserving the school property	Appointing a technician in every school to immediately maintain
		other	Monitoring the students during the intervals when they are using the sources of drinking water	Educating the students on the importance of preserving them through the parents’ meeting and classroom’s superintendent

- primary school indicator  
(efficiency of teaching system) according to enrolment indicator standard:-

Elements causing the gap and their impact:-

The indicator value is 675, gap value is 33%

**Service delivery performance improvement plan – Wasit Directorate of Education/ Version 2015-2-12(1)**

1. Human resources: - enrolling the educational and administrative staffs in intensive courses in terms of quantity and quality, selecting qualified managers in terms of expertise in accordance with the applicable regulations, non-use of obscene words by the teacher which leads to making the school a repulsive environment for students.
2. Financial issues: - increasing the financial allocations for the purchase of modern teaching aids. The impact on the gap is high (3)
3. Infrastructure: - interest in arranging the classroom (specially first class) in terms of furniture, lighting and ventilation and painting the walls and adding drawings to make the school an attractive environment for pupils. The impact on the gap is high (3)
4. Supplies: - providing modern scientific requirements that contribute to raising the educational level of students
5. Capacity building: - providing qualified trainers who are capable of rehabilitation of educational and administrative staff
6. Technical obstacles: - no impact (0)
7. Authorities: - no impact (0)
8. Coordination: - Coordination with the governorate and provincial education committees and local councils to activate the Compulsory Education Law. The impact on the gap on is high (3)
9. Political interventions: - no impact (0)
10. Quality System: - no impact (0)
11. Maintenance and operation: - no impact (0)
12. Security conditions: - no impact (0)
13. Logistic support: - Follow-up of dropouts by school administrations and the chairman of Parents Council
14. Other: - no impact (0)

#	standard	Order of basic elements 9 that have been assigned score 3 ‘high impact’) which	Immediate solutions	Long-term solutions

**Service delivery performance improvement plan – Wasit Directorate of Education/ Version 2015-2-12(1)**

		contribute to reducing the gap value according to priority		
4	Efficiency of teaching system	coordination	Coordinating with the Governorate, provincial education committees and local councils to activate the Compulsory education Law	Forming committees to follow up on the dropouts with the education Directorate, local councils and governorate ( sub-district or district) with the dignitaries and mayors who are representing the regions
		infrastructure	<p>1. paying attention to arrangement of classrooms (especially first class) in terms of furniture, lighting, ventilation and painting the walls and adding drawings to make the school attractive for pupils</p> <p>2. re-arranging the way the students are seated in groups to promote the educational environment</p>	
		Financial issues		

				Increasing the funds to purchase modern teaching aids like smart blackboard and paying attention to laboratories
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After the study of the standards proposed and provided by Taqadum project was completed there was an agreement that there should be field visits to a model composed of four schools. The Taqadum project proposed new standards (some have been modified, according to the standards used in the Ministry of Education) and the indicator calculation that are taken from those two schools.. Thus, Al-Zawra’ primary school, Wadee’ Abdul Razzaq school, Al-Gharbia School and Al-Rehab school were visited with indicators recorded according to the following table: -

A field inspection was conducted on the reality of models from the schools of our Directorate which are ( Al-Zawra’, Martyr Wadee’ Abdul Razzaq, Al-Gharbia and Al-Rihab Schools) for qualitative assessment in the service delivery and comparing them with the standards. the following points have been written down:

First – Al-Zawra’ primary School:-

**1- Infrastructure:-**

- The condition of ceilings and walls is inappropriate
- space of a single classroom : appropriate
- school is clean in general
- School’s sanitation : partially appropriate

**2- 2. Administrative and teaching staffs: -**

- Administrative and educational staffs: appropriate
- All educational specializations are available for all stages
- The school has an educational researcher: appropriate
- There are continuous visits by the educational supervisor: appropriate

**3. Supplies and equipment: -**

- All students have access to textbooks: appropriate
- Students get stationery: adequate partially
- The school has a hall or a computer laboratory: inappropriate
- The school has a public school library: adequate

**4. Activities: -**

- The school performs extra- curricular activities: appropriate

- The school performs certain activities for outstanding students: appropriate
- The school administration observes students helping each other: appropriate
- School board holds a regular meeting for parents : appropriate

**5. School Health: -**

- There is a periodic visit by dentists and eye doctors to the schools
- School works according to the school health program : appropriate

**Martyr Wadee' Abdul Razak primary School: -**

1. Infrastructure: -

- Condition of ceilings and walls : inappropriate
- Space of a single classroom: appropriate
- School is clean in general
- School's sanitation: partially appropriate

2. Administrative and teaching staffs: -

- Administrative and educational staffs: appropriate
- All educational specializations available for all stages: appropriate
- The school has educational researcher: appropriate
- There are continuous visits by educational supervisor :appropriate

3. supplies and equipment: -

- All students have access to textbooks: appropriate
- Students have access to stationery: appropriate
- The school has a hall or computer laboratory: inappropriate
- The school has a public school Library: partially appropriate

4. activities: -

- The school performs extra- curricular activities: appropriate
- The school performs certain activities for outstanding students: appropriate
- The school administration observes students helping each other: appropriate
- School board holds a regular meeting for parents: appropriate

5. School Health: -

- There is a periodic visit by dentists and eye doctors to the schools; appropriate
- School works according to the school health program : appropriate
- There is a health coordinator in the school: appropriate

**Third – Al-Gharbia Primary School: -**

1. Infrastructure: -

- Condition of ceilings and walls: partially appropriate
- Space of a single classroom: partially appropriate
- School is clean in general: appropriate
- School's sanitation : partially appropriate

2. Administrative and teaching staffs: -

- Administrative and educational staffs : partially appropriate
- All educational specializations available for all stages: appropriate
- The school has a hall or computer laboratory: inappropriate
- The school has a public school Library: appropriate
- 3. supplies and equipment: -
  - All students have access to all textbooks: appropriate
  - Students have access to stationery: adequate
  - The school hall where the computer lab or inappropriate
  - The school has a public school library: adequate
- 4. activities: -
  - The school extra- curricular activities: appropriate
  - The school performs certain activities for outstanding students: appropriate
  - The school administration observes students helping each others: appropriate
  - School board held a regular meeting for parents appropriate
- 5. School Health: -
  - **There is a periodic visit by dentists and eye doctors to the schools; appropriate**
  - **School works according to the school health program: appropriate**

**Fourth – Al-Rehab Primary School: -**

- 1. Infrastructure: -
  - Condition of ceilings and walls : appropriate
  - Space of a single classroom: appropriate
  - School is clean in general: appropriate
  - School’s sanitation : appropriate
- 2. Administrative and teaching staffs: -
  - Administrative and educational staffs: appropriate
  - All educational specializations are available for all stages: appropriate
  - School has educational researcher: appropriate
- 1-There are continuous visits by educational supervisor: appropriate
- 3. supplies and equipment: -
  - students have access to all textbooks: appropriate
  - Students have access to stationery: adequate
  - The school hall or computer laboratory: inappropriate
  - The school has a public school library: inadequate
- 4. activities: -
  - The school extra- curricular activities: appropriate
  - The school performs certain activities for outstanding students: appropriate
  - The school administration observes students helping each others: appropriate
  - School board held a regular meeting for parents: appropriate
- 5. School Health: -
  - There is a periodic visit by dentists and eye doctors to the schools; appropriate

- School works according to the school health program: appropriate

Standards proposed for assessing the educational reality

**First – Al-Zawra’ Primary School: -**

1. Size of the school building

- Numbers are greater than the required standard
- School space is below the required standard, despite being a secondary school for Boys
- No required space for pupils
- Average classroom space is not proportional with the required standard
- Average classroom size is disproportionate to the standard

2. Administrative and teaching staffs

- The number of teaching staffs is proportional to the number of pupils
- School has specialized teachers in accordance with the material and curriculum
- Full administrative staffs
- No school maintenance specialists

3. Educational environment

- no toilet for each male student according to the standard
- no toilet for each female student according to the standard
- no faucet according to the required standard
- All students and teaching staffs are respected and well treated
- School provides an opportunity for students to have a leadership role among their classmates

4. Educational system efficiency

- Enrollment indicator: good
- Failure and dropout indicator: good

**Second Martyr Wadee’ Abdul Razak primary School: -**

1. Size of the school building

- Numbers are greater than the required standard
- School space is below the required standard, despite being a secondary school for Boys
- No required space for pupils
- Average classroom space is not proportional with the required standard
- Average classroom size is disproportionate to the standard

2. Administrative and teaching staffs

- The number of teaching staffs is proportional to the number of pupils
- School has specialized teachers in accordance with the material and curriculum
- Full administrative staffs
- No school maintenance specialists

3. Educational environment

- No toilet for each male student according to the standard
- No toilet for each female student according to the standard
- No faucet according to the required standard
- All students and teaching staffs are respected and well treated
- School provides an opportunity for students to have a leadership role among their classmates

4. Educational system efficiency

- Enrollment indicator: good
- Failure and dropout indicator: good

**Third- Al-Gharbia Primary school:-**

- 1. Size of the school building
  - - Numbers are greater than the required standard
  - - School space is below the required standard, despite being a secondary school for Boys
  - - No required space for pupils
  - - Average classroom space is not proportional with the required standard
  - - average classroom size is disproportionate to the standard
- 2. Administrative and teaching staffs
  - - The number of teaching staffs is proportional to the number of pupils
  - - School has specialized teachers in accordance with the material and curriculum
  - - Full administrative staffs
  - - No school maintenance specialists
- 3. Educational environment
  - - no toilet for each male student according to the standard
  - - no toilet for each female student according to the standard
  - - no faucet according to the required standard
  - - All students and teaching staffs are respected and well treated
  - - School provides an opportunity for students to have a leadership role among their classmates
- 4. Educational system efficiency
  - - Enrollment indicator: good
  - - Failure and dropout indicator: good

**Al-Rihab Primary School:**

**1. Size of the school building**

- Numbers are greater than the required standard
- School space is below the required standard, despite being a secondary school for Boys
- No required space for pupils

- Average classroom space is not proportional with the required standard
- average classroom size is disproportionate to the standard

**2. Administrative and teaching staffs**

- The number of teaching staffs is proportional to the number of pupils
- School has specialized teachers in accordance with the material and curriculum
- Full administrative staffs
- No school maintenance specialists

**3. Educational environment**

- no toilet for each male student according to the standard
- no toilet for each female student according to the standard
- no faucet according to the required standard
- All students and teaching staffs are respected and well treated
- School provides an opportunity for students to have a leadership role among their classmates

**4. Educational system efficiency**

- Enrollment indicator: good
- Failure and dropout indicator: good
- failure and dropout indicator: good

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

According to the information gathered, 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 agreement on the performance standards and goals which fall under the name 'SMART'( specific, measurable, achievable, realistic and time-bound)

**Vision of Wasit Education Directorate:-**

Delivering the educational services to the farthest point within the limits of the Directorate of Education in the province of Wasit

**Goals of Wasit Education Directorate:-**

Providing the educational and teaching services to children, pupils and students of both genders within the limits of the Directorate General in Wasit province, according to the latest educational and teaching methods and improving them and providing the necessary supplies for them

**Objectives of Wasit education Directorate:-**

1. Breaking the double and triple shifts for the schools totaling 309 across the province through the distribution of caravans.
2. Reducing the ratio of pupil or student per classroom. We need (60) caravans to break the triple shift system for (6) schools and we need (120) Caravans distributed as (10) Caravans for each school to break the double -shift system (Kut district).

3. Developing the educational performance for all stages and especially in terms of English and mathematics. Their capabilities can be built through a three-month training courses at the Preparation and Training department.
4. Demolishing and rebuilding the ramshackle schools totaling 76 across the province and renovating the unusable schools.
5. Following up on educational land acquisition in coordination with the relevant authorities.
6. Developing plans for the construction of schools, according to the school map (kindergarten, primary, secondary).
7. Building extra classrooms and health facilities commensurate with the numbers of the school pupils.
8. Raising the academic level of the educational and teaching staffs
9. Allowing the educational and teaching staff to apply for higher studies, according to the Directorate's Plan.
10. Using incentives (material or moral) for educational and teaching staffs that achieve high passing rates.

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

The Wasit Education 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.

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

#### **Recommendations**

1. Activating the Compulsory Education Law No. 118 of 1976, which grants judicial authority to the heads of administrative units.
2. Streamlining the procedures of land acquisition for educational purposes through the formation of a joint committee by the relevant departments and the Governorate Office.

3. Allocating funds within the budget to buy or lease buildings for educational purposes.
4. Coordinating with the Municipality and Urban Planning department to change the type of some lands for some crèches as there is much surplus.
5. Working on the preparation of school map through which the educational system efficiency can be measured.
6. Granting allocations to teachers of repulsive schools in the province so that these schools become attracting schools
7. Activating student grant to contribute to increasing attraction to school.
8. Conducting research and studies to identify the reasons of student drop -outs.
9. Paying more attention to kindergartens for the purpose of rehabilitating them to join the primary stage.
10. Encouraging the opening of private kindergartens in areas in which it is not possible to build government kindergartens.
11. Guiding, training and qualifying the teaching staff on advanced methods and techniques for using them in the teaching for the purpose of raising the efficiency of the educational system.
12. Conducting additional lessons for weak students and pupils and improving their academic level, leading to a reduction of the private tutor phenomenon.
13. Working with reputable companies to build schools based on global specifications and rapid implementation.
14. Installing billboards spreading health and preventive awareness among pupils and students, and to safeguard them from endemic and epidemiological transitional diseases and coordinating with health centers to conduct periodic checks on pupils and students
15. Seeking to introduce the computer material in the first primary phase at all schools and providing the curriculum, equipment and the right place for it.
16. Reconsidering the school environment available to students and turning it into an attractive environment for the student using the known means.
17. Updating the concept of the school library and making it an attractive place for gaining information and knowledge of science not just a repertory of science.
18. Increasing coordination between the Ministry of Education and Ministry of Higher Education and Scientific Research in terms of outputs and inputs.

In order to ensure the success of service delivery improvement Plan (SDIP)

It is important to carry out continuous supervision of standards and indicators for assessing the progress achieved to improve performance and its external factors at all levels, and to provide data and feedback using the appropriate mechanisms in report writing. This allows the administration to identify the actual and potential success and failure early enough to facilitate timely adjustments. There should be a unit within the Wasit Directorate of Education to be responsible for coordinating the activities and evaluating the performance in line with the agreed targets according to a monthly basis and this report will be submitted to the Director General of Wasit Education Directorate, with the preparation of quarterly and annual reports on progress and performance. The Director General of Educational Directorate Wasit shall oversee the SDIP implementation and report to Wasit Development and Planning Council (PPDC).