



التحالف العراقي للتعليم
Iraqi Alliance for Education

Introduction

The education system in Iraq was established in the 1921, and it included all public and private tracks. In 1960, education books were distributed free of charge to elementary students. 60% of secondary school's education books were distributed to poor students, books were sold to others at cost price. In the early 70s, education became public and free at all grades and mandatory at the elementary grade, education in Iraq is organized by two Ministries: Ministry of Education and Ministry of Higher Education and Scientific Research. [MOHSR] The Ministry of Education is responsible for pre-school, elementary, secondary and vocational education, while the Ministry of Higher Education and Scientific Research [MOHSR] is responsible for higher education and research centers.

The golden years of education in the history of Iraq were between [1970-1984] where the education sector was characterized by the following:

- Gross enrollment rates were increased by more than 100%.
- Gender equality in in the almost full enrollment rates.
- The illiteracy rate amongst the 15-45 age decreased to less than 10%.
- Dropouts / Repetition rates were the lowest in the Middle East and North Africa region [MENA].
- Education expenditure rate amounted to 6% of the Gross National Product [GNP] and 20% of the Iraqi government budget.
- The average government expenditure on education per student was \$ 620.

Education began to decline because of the trend towards military spending since the 80s of the last century to the years of the siege imposed on Iraq during the Gulf War, but the main education problems emerged after the occupation of Iraq in 2003, which hindered the educational system and these problems were mainly in: lack of resources, politicization of the educational system, migration and internal displacement of teachers and students, security threats, corruption and the illiteracy is large which has widespread in comparison with the Golden Age, where the illiteracy rate has increased to 39% for the villagers. In addition, near 22% of Iraq's adult population did not attend primary school, and 9% of secondary schools. As well as a low percentage of gender equality.

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1. Mahmoud Fahmy Darwish, *The Republic of Iraq Guide (1960)*, p. (471).
 2. Baghdad newspaper - the darkness of ignorance in Iraq, by Dr. Farouk Rada'a. Copyright of March 11, 2016 on Wi-Pak Mashin website.

We can only see in Iraq, that there are still primitive schools built of mud or schools built of temporary caravans, most of which are in the villages and the countryside, especially with the departure of hundreds of schools from service. The number of mud schools is (149) concentrated in the southern provinces, in addition to Diyala, Salah al-Din and Babylon. This comes at a time when the country needs to build thousands of new schools, after it stopped building schools for more than three decades, because of siege years of the country in the 90s of the last century, and then the occupation of Baghdad and the subsequent instability as well as corruption that has spread in government institutions and contributed to the loss of the opportunity for achievements in the education sector, which made many schools depend on the dual and some tripartite day.

The fourth objective of the sustainable development goals is to ensure the provision of quality, equitable and inclusive education. Equality and non-discrimination in education constitute one of the objectives of the fourth goal and ensure equality of opportunity for everyone to have a quality and affordable vocational and higher education.

Since sustainable development goals are not legally binding, the government is committed to achieving these goals within national frameworks.

Iraq is considered as one of the countries that signed the commitment to achieve sustainable development goals 2030 in September 2015 with the participation of the Ministry of Education.

Where the Iraqi Constitution is concerned with education as a key factor for the progress of society and the right guaranteed by the state is mandatory at the primary level and the State guarantees the fight against illiteracy and that free education is a right for all Iraqis. The Constitution also stipulates that the State is obliged to guarantee and care for the disabled, to meet their human needs and to ensure their rehabilitation in order to integrate them into society.

There are many points that the education sector suffers in Iraq suffers from, but we will try to include in this report the most important points that this sector suffers from and shed light on them and to identify these challenges and set appropriate goals to solve those problems:

First: Financing Education:

After the education suffered during the past period and over fourteen years of decline and delay in keeping pace with the global developments in the education development, where we note to the 1991 and earlier and reviewing the reports of UNESCO, we find that the international organization had declared that Iraq has an educational system considered as one of the best educational systems in the region where the percentage of registered in primary education is (100%). But if we compare post 2003, we find that the proportion of those able to read and write in Iraq became 55% males and 23% females, also the number of Iraqi primary schools is about 15,500 schools throughout Iraq, and a large part of it needs to be reformed. With the occupation of the western regions by ISIL groups, the proportion of schools in need of reform has increased after the war with against ISIL has destroyed by a number of more than 200 schools.

This is accompanied by the lack of scientific laboratories and the failure of school health facilities and almost the lack of scientific libraries as we all know that what distinguishes our country of Iraq from the history of ancient culture which spans over centuries of time, where Iraq and its scientists were at the top in the Arab nation and in many sectors of the most important medical, engineering and science, also social studies at the time confirm that the state has contributed significantly to the generalization of education among the population of Iraq. The proportion of primary schools has increased by nearly 30%.

But there is a survey study that confirmed that the number of appropriate schools in Iraq is insufficient to cope with the increasing demand for education. Many schools have had to double the number of students. More than a quarter of the primary schools in Iraq have two or three shifts per day, which means that the duration of the school day is reduced in each shift. There are 15,000 primary schools in Iraq, but the number of school buildings available is 11,368. In addition to the problems of teaching staff who suffer from various problems ranging from the scientific level of the teacher to the low standard of living of these teachers in addition to the security situation and the suffering of teachers from the pressure of security and psychological pressure on them due to dramatic changes in Iraq and the relationship between the students and the teacher has been marred by the great painful changes caused by the proliferation of intellectual, political and partisan loyalties, with the prevalence of administrative corruption among students and professors with little intellectual or religious immunity.

However, statistics of the concerned international organizations stated that as a result of wars, more than (2700) schools have been bombed, since March (2003) and more than

(4600) schools have been stolen and looted, also there is a statement by the Ministry of Education in 2009 that (6690) schools are in need to be repaired, where (3469) schools need partial repair, (2721) need a total repair and (6879) are not usable. The statement pointed to the urgent need to build (16000) elementary, primary and preparatory schools.

All these events before the entry of terrorist groups (ISIL) and before the liberation of cities occupied by terrorism and was liberated by the Iraqi military forces, which resulted in the destruction of large schools which were remaining in those cities and the Deputy Secretary of the Ministry, said in one of his statements to the "Yaqin Agency" Iraq is suffering from an increase in the rate of illiteracy in a very disturbing level, and called for the need to legislate eradicating illiteracy, noting that the law on literacy, which was not too long introduced and evaluated by the Iraqi parliament did not ratify it, and that the Iraqi environment is now excellent for the spread of illiteracy, it is not surprising if we say: The number of illiterates in Iraq reached 5 million between 2008 and 2009, while in 1991 illiteracy was over. There was no illiteracy in Iraq. According to him, in terms of net enrollment ratio in primary schools, (41%) of the total population over the age of 12 years. The percentage of males (47%) and females (36%). For regions, the percentage of males was 50% in urban areas, 37% in countryside areas, and the female percentage was (44%) in urban areas compared to 13% in countryside areas. The statistics indicate that the literacy rate among young people aged 15 to 25 years was 74%, it means that 26% of this category is added to the illiterate population that Iraq already suffers from, and the gap in education between men and women was narrowed, and this did not reflect the improvement in the level of females, but the decline in the level of males in addition to the presence of more than (800) thousand child between the ages of 5-14 years left school because they had to work and the majority of those who left school were female.

The relationship between child labor, illiteracy and expenditure on education:

It is clear that there is a close relationship between child labor and the illiteracy rate on the one hand and the expenditure on education on the other. The relationship is almost directly proportionate. The higher the expenditure on education, the lower the illiteracy rate and the lower the child labor under the age of 15.

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3. Statistical observations, a. Dr.. Ghazi Raho, Ishtar local channel.
 4. National income and expenditure on education d. Kazem Al-Araji.

The rates of illiteracy are serious because of the increase in the number of dropouts from schools, especially the primary ones, because of the exceptional situation experienced by Iraq and can address the problem and reduce the dropout rates by increasing spending on education and provide sources of life and a decent life that help students to continue their studies. After the declaration of a program to eradicate illiteracy in 1979 in Iraq, it was declared that illiteracy was eradicated in 1991. But this phenomenon gradually regained and worsened after the year (2003) because of the absence of legislation and laws that limit and require further study.

For example, if we look at (2010) budget we did not find the allocation of one dollar for the establishment of literacy courses. This has helped to increase the number of illiterates in Iraq and the latest estimates indicate that the number of illiterates in (2012) to 7 million after it was 5 million in 2008 and 2009, and more than (60%) to (65%) of them are women.

As a result of the decline in the proportion of students enrolled in the study, the percentage of students enrolled in the study is (55%) only; the rate of enrollment in the total number of children at the age of 6 years was only 59%. The dropout rate is 41%. This percentage rises to 56% at the age of 12 years, where the large number of this percentage is for females. The data indicates that 14% of females dropped out of school for economic reasons and 24% because of the lack of schools close to their homes. This is due to the low level of expenditure on education.

In the primary schools, the enrollment percentage is (41%) for those older than (12) while (36%) are females and (47%) are males.

In urban areas, the percentage of females is (44%) and the percentage of males is (50%), while in countryside areas, the percentage of females is (13%) and (37%) males.

It is possible to say that the close percentages between the female and male ratios is not due to the improvement in the percentage of females, but because of the decline in the percentage of males, due to the economic conditions experienced by the country and the difficulty of life that require seeking employment to raise the standard of living for the Iraqi family. Job seeking and the trend to head to the labor market is a major reason for increased male dropouts and low enrollment ratio. Based on the foregoing, it can be said that the increase in the percentage of dropouts led to a rise in the rate of child labor in Iraq in various provinces.

The growth and development of education in Iraq is linked to the size of what is provided by the budget of this sector, which is one of the largest sectors in the country for this when the volume of spending on the other sectors, including military and security is much

greater than the education sector because of the internal wars that have experienced in this country, we find that The education sector is disappointed by the significant decline in its performance because this sector represents a large and important part of the country. Therefore, the Iraqi government should pay attention to this sector and provide a much larger budget than it is now especially in the areas affected by terrorism In order to increase its growth and development, through the training of teachers and the establishment of schools to increase their numbers as a result of shortages and the provision of all necessary requirements in education.

The Expenditure volume on the Ministries of Education, Interior and Defense during the period from (2016 to 2018)

Years	Ministry of Interior	Ministry of Defense	Ministry of Education
2016	10,470,296,848	7,367,485,839	7,752,504,541
2017	10,758369,923	8,780,974,439	1,462,636,225
2018	10,066,666,979	7,486,782,584	1,810,410,793
2019	11,270,908,591	9,056,284,700	2,188,665,855

The table above shows that the education budget in the year 2016 was more than seven trillion dinars for the education sector, which is close to the Ministry of Defense and decreased in the year 2017 by a very large percentage, reaching about one and a half trillion dinars because of the military operations on ISIL group, The Ministry of Defense has about 8.780.974.439 trillion dinars, six times the Ministry of Education, which gives a clear perception of the share of security ministries much more than spending on education, despite the need of those areas affected by military operations to rebuild and rehabilitate damaged schools, which estimated with thousands of schools, also we noticed a significant increase in the budget (2019) but not the level required for the size of disasters in those areas.

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5. National income and expenditure on education d. Kazem Al-Araji.
 6. The Iraqi Gazette specialized in the Budget of the Federal Republic of Iraq.

Continuous crises imposed a heavy burden on the community situation, and the cost of the war against terrorism was a major challenge to the tracks of development plans and programs, as the priority of war intersected with priorities for development and reconstruction and the total social and development expenditure, for example the Federal Budget Law of 2017 included military spending on armaments by \$ 5 billion, as well as another 19 billion dollars spent on security and defense, which constitutes about 22.6% of the total public expenditure against 9.3% on education, while spending on the Ministries of Interior and Defense in the budget of (2018) had reached 17 trillion and 553 billion and 449 million Dinar compared to 1 trillion and 810 billion and 330 million Dinars in 2018 for the education sector and 20 trillion and 327 billion and 183 million Dinars in 2019 for the security ministries.

The indicators of education were reflected in the 2016 Global Human Development Index. Where Iraq was ranked among the middle-level countries in the medium human development. Sequence 121 with a value of 0.649 and the average of education years has reached 6.6 years, while in other countries in the same region it raises to 10.1 years as in Jordan, 8.8 years as in Iran, 8.6 years as in Lebanon and 7.3 years as in Kuwait.

Second: Education at crisis times:

As the global crisis grows and spreads, children need education to stick to their future. Since wars, conflicts and natural disasters do not exclude children, and children are in fact more affected than in countries affected by emergencies, children often lose their homes, family members, friends and their way of life.

Without the path to education, children are at risk of losing their future. Over the past half century, the world has seen an increasing number of crises resulting from conflicts, natural disasters and epidemics. Even worse, many crises go on and on into childhood and last for generations. In the present and put their future and everyone in their community at risk.

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7. The Central Bureau of Statistics in the Ministry of Planning.
 8. Education in emergency situations (UNICEF) www.unicef.org

Since 2003, there have been major problems that hinder the educational system. These include the lack of resources, the politicization of the education system, migration and internal displacement of teachers and students, security threats, corruption and illiteracy on a large scale compared with previous years despite there have been changes, including the change in the Iraqi curricula, as well as the increase in the salaries of teachers and according to the lack of support in the period before (2003), it emerged that a large percentage of Iraqi schools (80%) need to be reformed and support for its health facilities, As well as the lack of libraries and scientific laboratories in these schools and the failure of education in Iraq in this period of increasing bribery and the lack of electricity and water in schools.

A detailed survey of the education system in Iraq conducted in 2010 by Geopolicity, which indicates despite the amendments in (2003) which mentioned above, the education system requires significant investments to overcome crises. The report sets out a series of recommendations that including the need for an evidence-based education policy, the restructuring of education and the increase in human resources development.

This situation continued until 2014, when some Iraqi northern and western governorates were occupied after they witnessed the entry of terrorist groups (ISIL). The real crisis of education began in the occupied governorates, where (ISIL) directed their attention and concentration towards education, and this was as a black veil at the beginning of the new school year.

The leaders of the (ISIL) group wanted to separate females from males in classes, as students, teachers, employees and administrators. They also imposed their curricula in schools, where they focused greatly on teaching Arabic, studying the Qura'an and Islamic Shari'a sciences, and modifying the rest of the curriculum and training children to use weapons. In addition, they imposed their uniforms on students in schools (wide pants on men and covering the face and hair on females). They also cancelled art, history, geography, philosophy, psychology, Christian religion, democracy courses and elections. The teachers of biology cannot teach the theory of human diversity, and the teaching of poems has been banned. The Iraqis have become increasingly worried of the announcement of ISIL groups to calling for the start of the school year in September 2014.

Where the people of these provinces controlled by ISIL refused to send their children to schools, and as a result of these conditions suffered by the provinces of Anbar, Nineveh, Diyala, Salahuddin, Kirkuk, in addition to Baghdad in Iraq. School students were subjected to a real setback; their study was interrupted for several years, especially elementary

students who needed to learn the basics of reading and writing. Most of the camps where escapees from the war have taken as a refuge were devoid of governmental schools which increased the burden placed on the parents, in the education of their children, In addition to various efforts by international organizations, small and mobile schools have been established to eradicate the illiteracy of these children without being restricted to government curricula. The following table shows the percentage of displaced students who did not receive the services of education.

Number of displaced students who didn't receive education services

	Displaced people inside camps	Displaced people outside camps	Returnees	Hosts
Percentage of those in need of the education service	%41	%37	%24	_____
Number of those in need of the education service	776,000	1,532,000	_____	152,000
Response of organizations and donors	240,000		193,000	28,000

From the above table, it is clear that there is a large percentage of the number of students who were displaced during the years of migration from 2014 to 2018, who did not receive the educational services. They are about 2.6 million students. Organizations and donors covered the educational services for about 462 thousand students as (18%), where this percentage is very low in the mentioned numbers. 35 million dollars are needed to meet these needs to reach the level of educational stability before displacement, these numbers of students suffer from the lack of education services provided to them, and we don't see any paragraph in the Iraq's budget for Education for the Year (2019), that guarantees to provide these numbers, since the reliance only on the contributions of organizations and donors, which requires the Iraqi government to be serious about these large numbers and to find future strategies to fix this imbalance.

9. Wikipedia (the free encyclopedia).
 10. How does education appear under (ISIL) regime (Al Fanar Media).

As for students who were inside the areas occupied by the terrorist organizations for more than two and a half years and are absent from school attendance for the length of the mentioned period, the Iraqi government represented by the Ministry of Education considered that the best solutions to this problem for the elementary and secondary levels are:

Solution to the elementary grade: the system of information probation: is to test the student only at the grade where it was before the war and then progress two or three grades of study that fit with his age without going through all grades, and this solution was considered by some people fair and others considered it as the beginning of a problem which led to the low level of students and thus lead to a low level of education, according to one of the officials of Nineveh education in the examination committee that the system if information probation was applied in most schools in the province of Nineveh in all districts and sub-districts, including (two hundred thousand) students.

Solution for the secondary grade: (the system of transferring): All students will pass through several grades of study according to their birth, although they do not have any information about those grades, which increased the complexity and gravity and led to poor education and increase the rate of repetition and increase the suffering of teachers. It was applied to all students in the primary and preparatory grades and included (61000) students.

In the fact, the system of information probation and transferring system had a major impact on the following:

1 - Teacher: The teacher suffered from the results of information probing as it became difficult to ensure receiving the information to the student because of the negative effects of the system of information probing where the student faces problems in accepting the new scientific subject because he is not capable to the previous one and this problem will remain associated with them throughout the study period Unless radical solutions are found to this problem.

2 - Student: The impact of the information probing system and the transfer system on the student in a basic manner, which led to a low scientific level of the student, because the student passed through several grades without studying deeply in the school subjects in these grades.

In addition, many of these schools lack the most simple and basic rights of students such as school desks, books, stationery, educational and recreational facilities. As there are students in some schools scattering on the ground for study, and some activists warn of

the spread of some diseases in these schools, because of the lack of health care, and the large numbers of students gathered above each other in abnormal conditions, noting that many diseases have spread among them recently such as mumps, scabies and allergies, and there is no enough efforts from the Ministries of Education and Health to eliminate them, in the activist's point of view.

Third: Equality and Non-Discrimination:

Financial allocations and government spending are considered as an instrument of inequality, as education sector is largely affected by the expenditure rate, also it suffers from lack of expenditure.

It is clear through the general budget for the year (2012) to finance development and education that the education sector has 4.6% of the general budget (10.7% of the operating budget and 0.4% of the investment budget).

The prevalence of special education has remained limited, as there are no special education classes in about 92% of schools, and as results clarify that the Multiple Indicator Cluster Survey in (2006), which shows that approximately 15% of children aged between 2-14 years have at least one disability whether Light or deep. In 2013 the percentage was 1.2 million child, and in comparison with the number of children who are covered by special education and disability institutes it remains in the range of 13 thousand, so it enables us to stand at the level of the existing deficit in terms of educational care and school for children with disabilities, who undoubtedly represent an important segment of children whom outside the school, and this was according to the Ministry of Finance in the federal budget of the Republic of Iraq for the year 2012.

The researchers found that there is inequality in the provision of education by the Iraqi government, especially in the regional parts which represented by suburbs and villages, where the prevailed customs and traditions in these areas forced girls to leave the study in the elementary grade because of the coeducational schools which have boys and girls together and as customs and traditions are like laws which cannot be changed or modified, so it's preferred that the government is required to build independent and private schools for girls to encourage them to enroll to schools and continue learning for later grades, starting with orphaned children and traumatized ones as a result of disasters and armed conflicts, to the children who live in an exhausting working life as a result of the poverty of their parents, and those who live in far areas who cannot go to the school on foot, so millions of young people will not receive education.

Also, in a world where a person is born a female, which often means a life full of discrimination, inequality and missed opportunities, girls face serious challenges that require more resources and attention.

Fourth: school buildings and the students' dropouts:

The number of elementary governmental, private and religious schools reached (15965) elementary schools for the year 2017-2018, indicating that the governmental schools are 93.3%, and the private schools are (6.5%) and religious schools are (0.2%). The number of elementary schools increased by (13.8%) in comparison with the school year 2013-2014, where the number was (14024) schools.

Boys, girls and coeducational schools had percentages such as (26.5%) boys schools, (22.5%) girls schools and (51.0%) coeducational schools, while the number of elementary schools was (15807) schools in the school year 2016 - 2017, there was a rise of (1.0%), in comparison with the school year 2017-2018.

The capital Baghdad was top ranked in the number of elementary schools with 2,653 schools, followed by Dhi Qar (1355) and Basra (1325).

The Ministry of Education announced in 2018 the need for more than (20) thousand schools in Iraq, by the year (2022), as a result of the annual population growth. According to Iraqi and international statistics, Iraq needs about 7 thousand school buildings, and the double these numbers of schools buildings are working two shifts for two schools or more, and most of which are in need to rehabilitation.

There is a real crisis in the school curricula, which some describe as not keeping pace with the development that has taken place in the world, with no reliable research in evaluating the success of the curriculum and its relevance to the level of students' intellectual thinking and age.

11. UNICEF: Qatari Report on Iraq, October 2014, p. (60) Wikipedia (the free encyclopedia).

12. "Iraq unrest: Car bombs rock Baghdad Shia districts". BBC News. 24 January 2012. Archived from the original copy on 03 December 2018.

The increase in the dropout rate is another dilemma due to the economic and security situation, especially during the occupation by (ISIL) for some governorates and also the displacement. The number of students in the elementary school in Iraq is about 9 million, and the dropout rate was (355) thousand student registered, due to terrorism, ISIL and displacement, and except those who were not mainly registered in schools, because of the lack of its availability in their areas of displacement or because of the child labor and poverty that they suffered after being displaced by ISIL because of the terrorist operations and displacement, either in the normal situation, the dropout rate for students reached a very serious, where the number of students who left governmental, private and religious schools was (131368) thousand students in the school year 2017/2018, the percentage of female students in governmental schools was (47.5%), and the percentage of students who left governmental schools was 99.0%, while the percentage of those who left the private schools was only 0.8%. The number of students who left the governmental schools increased in comparison with the school year 2016/2017 by 2.7% where their number was (126694) thousand students.

The below table shows the number of dropouts in Iraq within four years

	2014-2015	2015-2016	2016-2017	2017-2018
Elementary	72355	109883	126694	131368
Secondary	54286	81125	66752	68594
Vocational	2151	2679	1888	1558

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13. Statistics of Ministry of Planning and the Official website of the Iraqi Ministry of Planning.
 14. Central Bureau of Statistics in Ministry of Planning, Primary Education in Iraq 2017/2018.
 15. Anti-Human Trafficking Law No. (28) for the year 2012.
 16. The Permanent Iraqi Constitution (2005) Article (34).
 17. Compulsory Education Law No. (118) for the year (1979) Article (1).

The period from 2013/2014 to 2017/2018, witnessed an increase in the number of students who left schools by (28.8%), where the number was (101043) thousand students and in the school year 2013/2014.

The dropout rate in elementary education increased from 1.8% in (2013) to 2.3% in (2016).

Where the student who drop out of education, works at a young age, which leads to begging phenomenon and its considered according to the Iraqi law as a form of human trafficking or engaging with terrorist groups because of lack of awareness and education for these children , and there are legislated laws based on the Iraqi constitution and not submitted yet, where these laws oblige parents to follow up their children and make them accountable in accordance to the law in case of the dropout of their children from education and there is no serious steps by the Iraqi government to submit these laws, which leads to increase the numbers of those who are interrupted and not committed to education. Noting that the drop out of schools causes a great waste of public money as the amount of money wasted in the years 2014-2015 which was only because of the students' dropouts and repetitions reached (1.5) trillion Iraqi dinars.

In addition, the quality of education in Iraq is declining because every (3) out of (10) government schools rotate between morning and evening school shifts. The success rates vary between morning and evening shifts, with 92% for the morning and 72% for the evening, there is a dropout percentage of 4% for teachers in elementary schools in the year 2018, which seriously dangerous to the quality of teaching in governmental schools.

The numbers of elementary schools in all Iraq, which rotate between school shifts (morning and evening), are (4361) schools according to statistics carried out by UNESCO in 2018 and the number of secondary schools, which have shifts pattern is (1665) schools according to the same statistics.

UNESCO has requested from the Iraqi government to support private schools to reduce costs for students and to support the quality of education and to maintain the Ministry of Education as a supervisory role for these schools.

Fifth: Private schools:

While the Iraqi government allowed kindergartens and private colleges to be opened before 2003, excluding elementary and secondary schools, to maintain the quality of education, the situation changed after that date. As private schools, elementary and secondary, were spread throughout the country. Not only that, but the citizens trust only private schools today, after the government schools witnessed a significant deterioration in the citizens' opinion and testimony, and this was ensured according to the results of governmental examinations, which show high repetition and dropout percentages.

The deterioration in the education in Iraq led to focus on the private education. "The beginning of establishing these schools was to attract students from the affluent families, and what encouraged investors to establish such schools, is the deterioration of the governmental education situation. In addition, applying a teaching and administrative curriculum that requires all educational and administrative staff to do their duty, enabled these schools to achieve success while the number of students in a class within the government schools reached (50) students and perhaps more, and they were jostling and crowding to sit on the seats and it comes to sitting on the ground, with the lack of furniture, and the lack of air conditioning in summer and winter, the private schools do not suffer from all these problems, where the number of students per class is 20 students or less and it provides them with comfortable seats, air-conditioned classrooms and numerous developed educational facilities. "The continued deterioration of governmental education has encouraged the opening of more private schools, which have become a successful investment project for capitalists and some groups of cooperated and shared to open private schools, until the number of these schools in Iraq become more than 1300 schools.

18. The cost and benefits of education in Iraq, according to a study report provided by UNICEF in Iraq in 2017 the official website of UNICEF.

19. The New Arab Magazine The second issue: Mohammed Al-Issawi, Director of a number of private schools.

20. The New Arabs Article by Raya Assi: Evan Hekmat: Aya Mansour.

Sixth: The teaching staff:

The majority of the teaching staff in Iraq are from the same educational system conducted, so the disparity of educational opportunities from one province to another weakens the teaching staff whose monthly salaries varies according to the law of the region and the center and in the southern provinces the majority of the teaching staff are males due to the disparity of opportunities between males and females in higher education.

One of the problems facing the teaching staff is the lack of a healthy climatic environment and appropriate infrastructure, and the lack of full freedom for the teacher to use his creations and provide the best for education and the poor support for the teacher in terms of developing his educational capacity, in addition to the growing authority of clans in some areas where the teacher abandons his high profession to protect himself and his family from the repeated attacks after the failure of his student.

In addition, due to the change of mood of the ruling people in the ministry due this will delays and disperse the student, whose curricula and teaching methods change according to the moods of those in power, including the issuance of a decision to close the teachers' training institutes. In 2012, the suspension of admission to the institutes was issued and suggested by the administrative agent 'Ali Ibrahimi' and upon the approval of the opinion committee in the ministry, and also it suspended admission in the morning shift institutes and the rest of the students completed their study in institutes until the last batch.

The teachers' institutes are considered as the first educational institutions in Iraq, founded in 1938 and the duration of study was three years. It accepts primary graduates and thousands of them had graduated from these institutes.

The Ministry's justification for the suspension of admissions are many such as, the increase in the number of graduates in comparison to the actual need for schools, the weakness of the level of academic and professional preparation for students, and these are realistic reasons identified by specialists by the ministry.

21."Literacy rates of 15-24 years old, both sexes, percentage". Millennium Development Goals Indicators. United Nations. Archived from the original copy on 11 July 2017. Reviewed on 1 April 2019.

It is believed that the curricula taught at the Institute are not qualified to prepare the right teacher, then, to issue new curricula, that is, the imbalance is not in the student or the teaching staff or in the place, the imbalance of the Ministry itself, which has never considered finding real solutions.

As mentioned above in the international report of the fourth objective of the sustainable development goals, we see that there are great challenges facing education in Iraq and if there are no serious steps by the Iraqi government, especially with regard to the Iraqi Ministry of Education, we will be far from the goals of sustainable development and achieve the fourth goal, these challenges can be summarized as follows:

1. The enrollment rates in schools, especially primary and preparatory schools are still low and far from achieving the goals of sustainable development.
- 2 - The aggravation of problems of the infrastructure represented by the large deficit in school buildings and low efficiency of health and environmental facilities.
- 3 - Continuation of the educational gap between countryside and urban areas and gender gap, and the disparity between governorates.
- 4 - High illiteracy rates, especially in rural and remote areas, with a further deterioration in the continuation of education in areas affected by terrorist operations.
- 5 - Limited use of modern teaching methods in the rehabilitation and training of educational staff.
- 6- Lack of availability of educational information management system.
- 7 - Students were exposed to psychological and social damage caused by crises, violence and terrorism.
- 8 – The continuing lack of providing educational techniques to keep pace with the modernization of curricula.

9. Weakness of keeping pace with modern educational trends, thus limiting access to educational outputs consistent with the economic knowledge.

10 - Low development roles for vocational education and not to cope with the requirements of the labor market and weakness in the capacity and the aging of the techniques of workshops and laboratories.

11. Poor administrative governance due to weak partnership between educational institutions in the public and private sectors.

12 - The weakness of the gradation in the transfer of powers to the provinces and the lack of administrative decentralization at the level of central and local.

13 - The widening of knowledge gaps due to the destruction of the infrastructure of schools and universities and resulting in high rates of dropout, illiteracy and forced educational dropout in areas affected by terrorism.

14. In addition to the most important of all these challenges is the existence of outputs dominated by the quantitative side over the qualitative development.

There is a set of goals that the Iraqi government represented by the Ministry of Education should achieve in the next five years if we want to have education that reaches the goals of sustainable development and the fourth goal and education that is within the international quality indicators or at least commensurate with the education found in the countries surrounding Iraq from these objectives:

First Objective: Increase the enrollment ratio as follows:

- 1- Increase the net enrollment rate in kindergartens to 30%.
2. Increase the net enrollment ratio at the elementary level to 99%.
- 3 -Increase the net enrollment ratio in the preparatory to 45 percent.
4. Increase enrollment rates in vocational education to 7%.
5. Increasing the contribution of private education to the provision of public and higher education opportunities and at least 20%.

22. The Central Bureau of Statistics in the Ministry of Planning.

23. The Central Bureau of Statistics in the Ministry of Planning.

Second Objective: To provide the buildings and supplies necessary to accommodate the targeted numbers of students through:

Provide adequate buildings to accommodate the targeted numbers during the next five years of students and improve the organizational climate and safe and healthy school environment in educational institutions as follows:

- 1 - Building 3,000 schools over the next five years to eliminate duplication and natural growth and overcrowding through.
- 2 - Issuing the necessary legislations to allocate lands for educational projects purposes without a financial allowance.
- 3 - Obligate provinces to increase the proportion of allocations for educational projects in the financial allocations obtained from the programs of development of different regions.
- 4 - Encouraging the contribution of the private sector in the construction of private schools and vocational institutes to meet the needs of the local market in accordance with legal and scientific conditions.
- 5 - Contribution of Endowments Fund in financing the implementation of school buildings projects.
- 6 - Rehabilitation of 5,500 kindergartens and elementary and secondary schools.
- 7 - Developing scientific training in vocational education through the establishment of 50 workshops and preparing 515 workshops for various specialties.
- 8- Increasing equipment, tools and techniques to ensure scientific outputs.
- 9 -Diversification of sources and modern scientific and foreign references..
- 10- Adaptation of laboratories' buildings and research centers to international standards.

24. The Central Bureau of Statistics in the Ministry of Planning.

25. The Central Bureau of Statistics in the Ministry of Planning.

Third Objective: Improve the efficiency of the educational system:

1. Raising the educational efficiency of educational bodies, especially building their knowledge and skills.
- 2 - Availability of educational and technical infrastructure in schools and universities and the expansion of the use of modern means in keeping with contemporary knowledge.
- 3 - Continue to build the capacity of workers in the field of education.
- 4 - Continue to build the capacity of workers in the field of education.
5. Strengthen educational governance and financial sustainability to achieve competitiveness and institutional discrimination.
6. Promote lifelong learning opportunities to raise skills and productive capacities.

Fourth Objective: Provide educational services and supplies to create an attractive school environment:

- 1 - Reduce the intensity of students in the classroom and reduce the mixture of males and females inside classrooms.
2. Availability of health and environmental services.
- 3 - Activate the role of parent councils and civil society organizations to contribute to the required financial funding for the rehabilitation and expansion of existing school buildings.
- 4 - Early check and detection of talented students with special needs and attract them to the schools of gifted and provide appropriate care for them.

Fifth Objective: Development of educational techniques in curriculum modernization:

- 1- Develop the use of modern educational techniques.
2. Develop the capacity of authors and designers in building and preparing curricula.
- 3 -Keep pace with modern trends in the evaluation of curricula.

Sixth Objective: Enhance the development role of vocational education:

1. Updating the curriculum and keeping pace with the requirements of the labor market.
- 2- Developing workshop and laboratory techniques.
3. Increasing the rate of acceptance of graduates in the vocational education in technical education.

4. Developing the capacity of teaching staff in vocational education.

Seventh Objective: To improve the use of administrative governance in schools:

1. Improve the partnership between educational institutions in the public and private sectors.
- 2 -Improve the gradual transfer of powers to the provinces.
3. Improve the administrative decentralization between the central and local levels.
4. Improving monitoring and evaluation mechanisms.
5. Strengthening partnerships between educational institutions in the public and private sectors.
6. Commitment of the contracted partnerships with the country to participate in the rehabilitation and expansion and development of existing schools' buildings as part of services to be provided to the community.

Eighth Objective: Development of educational and social guidance and health care:

- 1- Enhancing the educational role of the educational and social counselor and researcher.
2. Improving health and nutrition care.
- 3 -Improve coordination mechanisms between school administration and students' parents.
- 4 -Increasing the job grades for the educational counselors and social researchers.

Ninth Objective: To develop methods of testing and evaluation:

- 1- Developing the capacities of the educational staff in dealing with testing and evaluation methods.
- 2 - Keep pace with modern methods of evaluation and tests and with the development of curricula.
- 3 - Participation in international tests.

Tenth Objective: Support literacy projects:

- 1- Extending the compulsory education to the basic primary education.
- 2- Eradicate adults' illiteracy and address the reasons leading to its rise in some provinces.
- 3-Strengthening the capacities and abilities of the Ministry of Education, especially the supreme body to eradicate illiteracy in order to meet this challenge

Eleventh Objective: To restore life of affected educational institutions by terrorism:

- 1 - Reconstruction and rehabilitation of schools that have been vandalized and destroyed and raise enrollment rates in all school grades.
- 2 - The integration of generations and bridging the knowledge gap resulting from the displacement.
- 3 – Generate programs for the rehabilitation and training of students and educational staff to enhance the levels of implementation and achievement.
4. Special programs to rehabilitate and empower students who have been exploited by terrorist groups.
5. Design cultural and awareness programs for students and strengthen the basics of the proper education to counter incitement methods to violence and terrorism.

Twelfth Objective: Promote coherence and positive values in education:

- 1 - Include positive values and ethical ideals in school curricula and activities.
2. To promote social responsibility and the citizenship values in society and in accordance with the principles of civilization in which all participate.
3. Developing curricula and educational programs to build a proactive and accomplishing society in which the character can be strengthened and based on a strong moral basis, which enhances the sense of responsibility towards the other and fosters a culture of dialogue, tolerance and citizenship.
- 4 - Focus on the achievements of Iraqi civilization in secondary schools and institutions of higher education.

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