

IRAQ WATCHING BRIEFS

EDUCATION

July 2003

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EXECUTIVE SUMMARY

Iraq's investment in an extensive primary and secondary education infrastructure during the 1980's was unique in the Arab World. Primary education was made free and compulsory in 1976, and over the next fourteen years, Iraq achieved universal access to primary education. With the 1990 Gulf War and its consequent economic sanctions, the education system faced severe limitation of resources, prohibiting its expansion to meet the growing education needs of an increasing school-age population.

The number of primary schools increased only from 8,052 in 1989 to 8,749 in 2001 in central/southern Iraq. The secondary education sub-system faced a similar situation in which the number of schools increased from 2,719 in 1990 to 3,051 in 2001 in central/southern Iraq between 1989 and 2000. Allocations to the education sector in the Oil-for-Food Programme (OFFP) were limited in the first three years of the programme and could not even partially meet the needs of the already existing infrastructure. In the large cities in particular, schools were often overcrowded and ran multiple shifts, thereby threatening the quality of education offered. By the year 2000, primary education enrolment rates had fallen. UNICEF's MIC Survey indicated that 23.7 percent of primary school children were out of school. The percentage was higher for girls by 6.3 percent.

One million three hundred children were enrolled in intermediate and secondary schools in 2000-2001 throughout Iraq. Gross enrolment rates dropped from 47 per cent in 1991 to 38 per cent in 2000, as not many new schools could be opened after 1991. Secondary schooling became less accessible. However, considering the sharp decline in other sub-sectors, secondary school enrolment did not drop as sharply. In northern Iraq, secondary enrolments actually grew by 78 percent during the same period. These figures indicate that access is predominantly a supply side problem and given the opportunity for free education, Iraqis would want their children to be educated, even at the secondary level.

Repetition and drop-out rates in secondary education were 34.4 percent and 43 percent, respectively, suggesting that many children could not cope with examination and other demands. Reasons for these trends were not very clear, although they could not exclude the pressure to work due to economic hardships, a drop in the quality and employment value of education and the lack of an adequate environment for academic work. While boys' enrolment rates had dropped, girls' enrolment rate remained marginally lower at a constant 39 percent throughout the 1990s. This trend reveals that once in school, girls tend to persist longer than boys. The pressure to seek paid employment after primary education seems to affect boys more than girls. Repetition (only 12 percent in central and southern regions) was lower for girls, proving that, on average, girls performed better than boys.

The challenges that confronted secondary education in Iraq were similar to those in primary education. The number of secondary school teachers (74,000) substantially increased by 47 percent over the decade, compared to that for primary school teachers, while the student teacher ratio (17:1) was exceptionally low. Female secondary school teachers outnumbered male teachers by a slim margin (56 percent). The specific problems of secondary education were attributed to failure to upgrade curricula and severe shortage of books, equipment and science labs. Iraq's isolation from the rest of the world had led to lost opportunities for strengthening its knowledge base and weakened its capacity to upgrade the quality of education and modernise the system with the use of information technology. It was estimated that half the number of secondary school buildings required maintenance and repair. Many city schools had double shifts, which negatively affected the quality of teaching.

Iraq had over 65,000 students in 235 technical schools in the year 2000, reflecting less than 2 percent of Iraqi students. The decline in enrolment in this sub-sector was almost 100 percent of the 1990-1991 level. Clearly, vocational education as it was delivered could not respond to the country's employment needs. The implications for young people's knowledge and skills development, employability and their eventual absorption in the country's labour market are far-reaching. A major re-design and upgrading of technical and vocational education should constitute an integral part of the educational reform process in order to resuscitate Iraq's indigenous employment and its economic sector.

Following the adult literacy campaign of the early 1980s, non-formal education was not sustained, but virtually disappeared, as the principal policy focus was on an expanded formal education system. Even the drastic change in the situation of the 1990s, when a major non-formal education programme could have absorbed some of the losses in literacy levels, did not lead to a systematic revival of non-formal education.

In recent years, international agencies and managers of national programmes around the world have highlighted the importance of integrating early childhood education into strategic priorities. However, the subject has received little attention within Iraq as the state-run education system has been administered in a formal and institutionalised manner. For early childhood development to be effective it must rely on education within families and communities. Integrated approaches to early childhood development suggest less formal methods of delivering services for young children, and greater co-operation among the relevant sectors. However, Iraq's isolation from the international community has denied it the kind of exchange that would facilitate modernisation of its approach to early childhood development, with the result that early childhood development was confined to pre-schools that functioned as a sub-level of formal primary education. Consequently, there has been a lack of awareness regarding effective comprehensive approaches to early childhood development.

The present war has caused extensive damage to an already inadequate and ailing school system. A large number of schools and their equipment have suffered from collateral damage and looting and have subsequently remained closed. Teacher and student attendance grounded to a halt by dint of the insecure and volatile socio-political environment. The Ministry of Education, which managed primary education and the Ministry of Higher Education, and Scientific Research, which managed secondary education are yet to become fully functional. The extensive Education Management and Information System (EMIS) established to monitor the school system is now dysfunctional. With the new academic year approaching, the question whether schools will re-open and become operational is still uncertain, although nearly fifty percent of the students sat for their annual examination following the war. Never have Iraqi children been exposed to such a high level of vulnerability. Neither has there ever been so urgent a call for the re-opening of schools, not merely for academic reasons, but to guarantee a return to normalcy and a measure of child protection, and to rebuild popular confidence in the education system.

The most urgent needs of the education sector are to rehabilitate, re-equip and re-open Iraq's schools, repair school buildings, supply essential equipment, provide teaching and learning materials and arrange for regular payment of salaries to the 160,000 primary and 62,000 secondary school teachers. A resource plan for this would require a consolidated assessment of the situation and needs of the school system in the immediate term, for each of the governorates. Until all schools are rehabilitated and made fully functional and a more stable and secure social and political environment returns to Iraq, it is necessary to provide alternative learning and recreational opportunities to children in Iraq. Local community-based, non-formal schools are an option for humanitarian agencies working in Iraq to

explore. Such schools will be useful to prepare children, especially girls, for re-enrolment into the formal primary schools as and when they are rehabilitated.

The strengths and weaknesses of Iraq's education system were exposed in the wake of the severe financial crisis of the 1990's that struck the country's centrally managed school system. An existing policy framework guides the system and commits the State to provide universal, compulsory and free access to primary education for all Iraqi children. There is the relatively coherent institutional framework that manages primary education. Under the administrative supervision and policy guidance of the Ministry of Education at the central level, the state-run primary schooling system is managed through director generals of education in each governorate. While there is scope for greater decentralised management of the system, the institutional structure is functionally effective. The monitoring systems and EMIS are assets to be revived, along with systems for student evaluation, examination and school supervision.

There is an urgent need to establish a national assessment system with decentralised units and well-defined student learning outcomes that could be periodically monitored and assessed. Monitoring learning achievement must not be restricted to examinations whose basic purpose is to regulate and control the passage of children from one grade or one educational cycle to another. Iraq is one of seven countries in the MENA region that exclusively relies on examination results as proxies for learning achievement. Although an examination system exists, it must be complemented by a system that is uniquely designed to diagnose student learning across the system, identify areas of weakness, and make strategic use of results to improve education system functions in areas of content and materials development, teacher preparation, training and support, classroom organisation, management, and pedagogy.

Iraqi society values children's education highly. Education is seen to provide a reliable foundation that yields good returns for the individual and for the society at large. Demand generation has therefore not been a major issue in primary education, except for certain small, rural pockets, or where poverty forces children to drop out of school.

The weaknesses of the education system become apparent when viewed in terms of Iraqi children's learning needs. The current focus is on restoring access to school for the large number of children currently out of school, and improving the quality of education including teacher training and human resource development. Until the existing schools are fully rehabilitated and the system begins to respond to the needs of the growing population of children in Iraq, the issue of access will remain dominant. Due to Iraq's isolation after the imposition of sanctions, and the political sensitivity surrounding educational philosophy and curriculum content, it was extremely difficult to address quality issues in education. This was partly as a result of the financial constraints and the fact that teacher training and overall human resource development did not receive much attention during the nineties. One of the lessons learnt from the Oil-for-Food Programme was that hardware and construction for rehabilitation cannot replace the critical importance of the less tangible quality imperatives in education such as content, methods and materials, processes, learning environments, and learning outcomes. Inadequate attention to these factors would undermine the essence of education.

Access to Education

The Multiple Indicator Survey 2 carried out by UNICEF in 2000 across Iraq, revealed that 23.7 percent of children attending primary school (6-11 years of age) are not enrolled in school. A disaggregated analysis shows that under-enrolment is more acute for girls (30.2 percent) than for boys, and even more pronounced in rural areas (50.8 percent of girls do

not attend primary school). Further, an analysis of the dropout rates in 2000 shows that the proportion of children enrolled in grade 6 was only 45 percent of that in grade 1. Boys' and girls' drop-out rates between grade 1 and 5 were very low. These trends show that an increasing number of children only continue education up to the primary level. Declining enrolments in Iraq are caused by many interrelated factors. The demand for school places by an expanding child population outweighs the supply. Economic hardships force children to drop out in search of employment after primary school. The functional value of education in terms of its potential to ensure wage employment has been seriously undermined since the 1990s. The quality of education has steadily deteriorated while the capacity of the system to expand schools and services, especially in rural areas, has declined to its lowest ebb, with the dramatic turn of events. Alternative education options through low cost neighbourhood schools, non-formal education centres and other similar means are a short-term response, particularly for out-of-school children. Designing and implementing such programmes in Iraq would be a novelty in a system that is predominantly formal and state-run. Programme developers, policy makers and education practitioners will need to acquire experience of successful non-formal programmes in other developing countries.

Quality of Education

A host of factors determine the quality of education. They include the learner, learning content and methods, school processes and classroom environments, teacher competence, supervisory support and opportunities for co-curricula activities.

The deteriorating quality of education in Iraq in the 1990s has been the subject of several studies. Budgetary constraints have limited the provision of essential materials and equipment, (textbooks, libraries, science laboratories); overcrowding and severely limited space in city schools have denied children opportunities for recreation; lack of contemporary technical expertise and excessive state control of the system left no room for experimentation to improve the instructional process and make classroom environments more child friendly and conducive to learning. Until recently, when the Ministry of Education initiated a re-examination of curricula, there had been no major revision of curricula for the past two decades, and no new recruitment of teachers. Formal examinations continued to dominate the assessment process. Restrictions on foreign travel by Iraqis and the absence of communication technology contributed to professional isolation from the outside world for thirteen long years, preventing the flow of new ideas for improving quality in education.

The post 2003 war situation provides a unique opportunity to try out practical solutions for enhancing quality, as the severe restrictions that were imposed on learning content and methods would have been lifted.

Human Resource Development and Teacher Training: In northern and south central Iraq, there were 4,560 pre-school teachers, 190,650 primary school teachers and 62,800 secondary school teachers in 2000. Teachers are formally trained prior to recruitment and after high school, through a three-year specialized teacher-training course in dedicated teacher training institutes. Pre-service teacher training continued until 2000. In-service training dramatically declined. The teaching profession was highly valued in Iraqi society and teachers were better remunerated than their counterparts in other countries in the region during the 1980's. The 1990's ushered in a new era of progressive decline in several areas, e.g. in teachers' salaries in real terms, in the status of the teaching profession, and in the demand for and supply of school teachers.

The situation has escalated as a result of the current war. Salary payments to the current teaching corps are still uncertain. The majority of teachers have not undergone in-service training after recruitment. The capacity and quality of the network of 139 teacher-training institutes spread over Iraq has been steadily deteriorating.

For the longer term development of the school system in Iraq, the starting point has to be national consensus building for a new vision of education and definition of a national philosophy of education that centres on the rights and learning needs of children. This should be followed by a framework for action to rebuild the system. It will include strengthening and capacity-building of the teacher training institutional networks. An expanded in-service teacher-training system would be essential for improving the quality of education in the medium term. The institutional capacity to provide in-service training to over 250,000 schoolteachers will need to be built, in tandem with curriculum renewal and other interventions in the education sector.

There are many other aspects of the education that are important for all-round development of a country's education system, but they have not been touched upon in the Watching Brief. They include issues of early childhood development, vocational training and non-formal education for adolescents who have missed out on formal education, adult female literacy as a means for women empowerment, and equal educational opportunities for the girl child in a social context in which a return to traditional Islamic Institutions in times of crisis is becoming apparent. An in-depth treatment of these issues has been avoided in the limited scope of the Watching Brief for two reasons. First, in the current post-war context of Iraq where the formal education system has collapsed, priority has to be given to its rehabilitation. Second, all of these issues are either new or did not previously receive adequate attention and response. Hence, they need to be thought through and tackled from virtually zero level.

The specific assessments required to inform education system rehabilitation include:

- Assessment of teachers' skills levels and teacher training needs.
- Review of primary, secondary and teacher training curricula.
- Survey of specific groups of children not enrolled in school in order to address issues of access and to inform the design of alternative education programmes.
- Needs Assessment of resources for re-equipping primary and secondary schools.

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1. Introduction

The purpose of the Watching Brief is to provide a situation analysis of the education system in Iraq both before and after the 2003 war and provide a critical analysis of the pre-war education system. The main focus of the Watching Brief is on the primary education sub-system. Other levels and types of education will be briefly analysed. Systemic strengths and weaknesses are highlighted throughout the Watching Brief.

The global perspectives that guide education of children today are not only centred on literacy but also on learning. The concept of quality of education which in essence defines new ways of looking at children, and doing education business for and with children has given rise to an emphasis on child friendly learning environments in schools, interactive teaching methods, and consideration of the rights and special needs of the girl child in education, as a basis for promoting gender equity in terms of education participation and learning opportunities for girls, and as a critical part of the women's empowerment process. These perspectives have for long been relatively alien to the structured, formal learning systems characterising Iraq's education system. The importance of early childhood learning and development from 0-6 years including early learning in and outside the home for children aged 3-6 years has always been under-emphasised within the Iraqi education system.

A reconstruction plan for Iraq's education system therefore would need to cover not only the physical rehabilitation of the existing education system, but also the 'software' dimensions of quality of education as well as system reform processes. Defining national standards for learning and strengthening systems for human resource development in the education sector as a whole, to include capacity building for programme development and teacher training, would form the basis for education reform. This broader perspective guides the scope of the Watching Brief on the education sector.

The entire focus of the Government of Iraq continues to be on the formal government education system. Hence, data is also largely limited to this segment of the system. However, in the thirteen years since the imposition of economic sanctions, an increasingly large number of children kept falling out of the formal education system. There were no major educational programmes for them, nor any data collected about their situation. The recommendations made in this Watching Brief on the importance of addressing the needs of this sector are primarily based on the findings of the ten-year programme review of UNICEF and experiences from other countries on how to address, in the short term, the issue of limited access to education to the formal system through non-formal education programmes. There is also limited data available in Iraq on financial sector allocations and expenditure and whatever is available, although not very reliable, has been included in the Watching Brief. Since there were no major programmes on non-formal education, awareness programmes or on back-to-school campaigns, there is not much information available on these issues.

The data available for the formal system of education, partly right up to 2001, is relatively more exhaustive than in some of the other social sectors in Iraq. This is due to the entire education system being managed through only two Central Ministries: The Ministry of Education (for pre-primary and primary schooling) and the Ministry for Higher Education and Scientific Learning (for secondary education). Furthermore, both UNESCO and UNICEF have had a continuous and deep involvement in the education sector throughout the 1990s. With the assistance of these organisations, the Government of Iraq developed and implemented an extensive Education Management Information System (EMIS). Since

there informal private sector education does not exist, data on the entire formal education system is fairly extensive and authentic through the EMIS. Moreover, the recently published UNESCO Situation Analysis has up-to-date data on the various dimensions of the education system. However, information on the post-2003 war situation and the impact of the war is still relatively sketchy and localised. Available data focuses on the extent of the damage as compared to the situation of children not attending school. The Watching Brief has used available data from different sources, both for the pre- and post-war situations, to arrive at its conclusions.

2. Historical Synopsis

Iraq built its education system throughout the 1970s and 1980s in all the three levels of primary, secondary and university education. Essentially, it is this system of education that continues in Iraq even today, through all the phases of 1980s, 1990 to 1996 (the sanctions period) and 1996 to 2003 (the period of the Oil for Food Programme within sanctions). Virtually no private sector exists in the education sector in Iraq as education is fully state controlled.

The erstwhile Government of Iraq had always shown a strong commitment to education. The decades of the 1970s and 1980s created a culture of educating children, boys and girls alike, while the demand for education in Iraq remains high amongst all its communities. Iraq had created a modern infrastructure for primary and secondary education by 1980, which reflected on the social indicators for literacy and education. The successive national campaigns for literacy throughout the 1970s and early 1980s raised the adult literacy rate from 52 percent in 1977 to 72 percent in 1987, with an overall female literacy rising to 87 per cent in 1985. The Government of Iraq had built an extensive, formal network of 8,917 primary schools and 2,719 secondary schools spread across Iraq by 1990. Both primary and secondary education was free in Iraq since 1976, and primary education was made compulsory by law (the Compulsory Eradication of Illiteracy Law) in 1978. Gross enrolment ratios in primary education continued to be close to 100 percent throughout the 1990s. Iraq is signatory to the Education for All Declaration and adopted the global goals established at the World Summit for Children. The Government of Iraq's investment in the education sector was indicated as 5.2 per cent of its GNP in 1970 and 4.1 per cent in 1980. It declined to 3.3 per cent in 1990, with an increase in allocations to the military.

However, the 1991 Gulf War and the economic sanctions changed the entire context of the education sector in Iraq. Not only did resource constraints abruptly put a stop to the growth, expansion and renewal of the education sector to meet the needs of an expanding child population, but also the isolation from global developments in educational know-how and practice hindered the growth and development of the country's education system in all its ramifications. The 1990s also brought about many of the weaknesses in the quality and management of the education system in Iraq. For example, figures for central and regional planning staff in 1999 were, respectively, 50 per cent and 78 per cent below their 1990 levels. The decrease was not just in staff numbers but also in qualifications.

2.1. EDUCATION POLICY

The national Pact of 1971 ensured that all Iraqi citizens have a right to free education at all levels. In 1976, legislation made primary school education compulsory and a law of the "Comprehensive National Campaign for the Compulsory Eradication of Illiteracy" was enacted in 1978. Other educational laws were made over the years to ensure complete supervision of the State in educational policy such as the law issued in May 1974 that

abolished private education in public institutions run by the government. This is in addition to bylaws Number 11 of 1978 and Number 24 of 1987 whereby the MOE was entrusted not only to supervise kindergartens but also to formulate their educational policies, and to plan and administer them. These laws were made to ensure that the government is responsible for the initiation and supervision of educational policies, financing of education and the development and implementation of educational programmes. Laws have been passed to promote educational quality and innovation; the foremost was the development of parent-teacher associations.

Two separate ministries deal with education in Iraq: The Ministry of Education which overlooks pre-schools, primary, intermediate, secondary, and preparatory education (both academic and vocational, including all pre-service teachers institute), and the Ministry of Higher Education and scientific research, responsible for university education.

2.2. ORGANISATION, MANAGEMENT AND INSTITUTIONAL STRUCTURES

In the pre-2003 war period, the structure of the public education system was relatively simple. The Ministry of Education was the apex policy, regulatory and managerial body for all education up to the secondary level. Pre-school education, which provides services to children aged 4-5 years, also came under its mandate. However, the number of pre-schools (580 schools, 68,377 children) has shown it was given less importance in the formal education system. Primary education was for children aged 6 to 11 years, with six years of education from class 1 to 6 (Figure 1).

Secondary schooling is divided into a three-year intermediate level and a three-year preparatory level. In preparatory schools, students begin to specialise in academic disciplines (i.e. sciences and the arts) or in the vocational areas of study (i.e. agriculture, industry and commerce). Fine arts and teacher-training institutes also exist; they admit graduates from intermediate schools for a period of five years to prepare them as teachers for primary education. There are also central teachers' institutes in which graduates from the preparatory level are admitted for a training period of two years to become teachers at the primary level.

Under the Ministry of Education at the central level, there were 18 General Directorates of Education, as well as the Central Teacher Training Institutes. These 18 General Directorates were essentially functional departments within the Ministry of Education, mandated to manage examinations, inspection and supervision, finance, planning, textbook production etc. Additionally, there were also 21 directorates responsible for managing the school system at the governorates' level (17 for each governorate and 5 for Baghdad). Each governorate is further subdivided into districts with their responsible officer. Headmasters and assistant headmasters administer schools. Recently, the existence of parent-teachers associations is acknowledged but there is no evidence to show it has a role in the decision-making process.

This administrative structure managed the entire pre- and primary schooling system, including teacher training for right up to 2003 (Figure 2). The structure of the northern governorates of Iraq is similar to those in the centre/south.

The vertically organised administrative structure was fairly efficient in managing a mass education system; nonetheless, the absence of decentralisation and flexibility on the one hand, and the fact of complete state control on the other, implied an absence of local community involvement and management. Such control over the system worked its way into the schools and was acutely evident in the prescriptive manner in which education was

transferred to children, with the result that creativity, innovation and participation were subdued, and in turn, problem solving and teaching for meaning and productivity had no place in teaching and learning processes. It could be said that schools and teachers featured at the bottom of the ladder and not at the centre of the education process. At the local school level, there was a supervisory system, with a focus on inspection rather than technical support to teachers. Supervision was done through school inspectors, and lacked a community support structure. Such a system is effective in its prescriptions and directions, and is focused on content, knowledge acquisition and on mechanical skills, but it lacks depth, real learning and application to life situations. While in the short term the reactivation of this system is important to restart schools, in the longer term a more comprehensive education system reform process would be required.

In addition to the rigidity of the education system, national expertise to plan and manage the system had been affected by the sanctions and hard economic conditions. Fifteen per cent and 22 per cent of planning personnel at the central and regional levels, respectively, left their jobs. The majority of them came from the highly trained technical staff. The Ministry was utilising non-trained staff such as schoolteachers to assist regional directorates in planning operations. Due to the high attrition rates among technical staff and lack of updated hardware and software as well as poor transportation and communication facilities, the Ministry's capacities to monitor and follow-up on education plans at the central as well as the regional levels sharply declined. Both central and regional capacities to plan and manage the system have deteriorated. Staff have not received training or upgraded programmes for many years.

2.3. COVERAGE AND SIZE OF SECTOR

In the academic year 1999/2000, the Iraqi education system used to serve approximately 4.5 million students: 1.5 per cent of them at the pre-school level, 72 per cent at the primary, 14 per cent at the secondary and 11.5 per cent at the teacher training level. Those students were served by 228,175 teachers in 12,358 schools, 7,391 of which were co-educational (Ref: Figure 1). All pre-school teachers in 1999-2000 were female with a pupil teacher ratio of 1:5.

The number of primary schools increased from 8,052 in 1988-89 to only 8,749 in 2001. During the same period, the number of teachers increased from 138,000 to 158,000. While the education sector grew rapidly between the years 1980 to 1989, with the imposition of economic sanctions after the Gulf War of 1990, the education system had no resources to further expand to meet the needs of the growing child population. This is clearly illustrated in Figure 2, which shows the number of students, teachers and schools in all educational levels throughout the 1990s. The size of the education system against all the above three dimensions remained virtually frozen throughout the decade.

2.4. INVESTMENTS

Iraq's inability to expand the size of the primary and secondary education system was directly related to the financial investment made in the sector over time. Although no definite estimates exist as to the financial budgets made for the sector over the years, some gross figures exist. In 1988/89, budgetary allocations were 2 per cent for pre-primary education, 47 per cent for primary education, 31 per cent for secondary and vocational and 20 per cent for higher education. The total budget for the sector that year was approximately US\$ 2.5 billion. The annex tables show the percentage distribution of educational budget before the implementation of the Oil for Food programme.

Due to the changing exchange rates of Iraqi Dinars against the US dollar, it is difficult to estimate the real importance of these figures. Another issue concerning reaching a real understanding of budget allocation is the availability of financial data where there was little or no data available in the 1990s.

The next set of authentic financial data available is at the time of the Oil-for-Food Programme. Out of a total allocation of US\$ 9,505 million to the three social sectors of health, education, water and sanitation, education received US\$ 1,744 million, as compared to water, sanitation (US\$ 3,012 million) and health (US\$ 4,749 million). However, within this allocation in the first five phases of the Oil-for-Food Programme (i.e. until 1998), the education sector received only US\$ 109 million, the balance US\$ 1637 million coming between Phase V and XIII (i.e. the period 1998 to 2002). The education system built up in Iraq in the 1980's went through a major financial crisis in the 1990s. Even the Oil-for-Food Programme resources could only partially meet the maintenance needs of the sector, with US\$ 561 million being spent on supplies and equipments. The Oil-for-Food-Programme (OFFP) did not have a cash component for southern central Iraq, and could not be used for meeting recurring expenditure of any kind, such as teachers' salaries. Teachers' salaries during the 1990s decreased from the equivalent of US\$ 500 per month to a range of between US\$ 5 and US\$30 per month, following which many teachers abandoned the profession.

Throughout the 1990s, the education sector experienced a rapid deterioration along all dimensions. New schools could not be opened to take in more students and often in city centres schools ran double and triple shifts to accommodate students. There remained a shortage of teaching and learning materials, and the loss of qualified teachers continuously plagued the system.

While the situation in the education sector was extremely negative between the period 1990 and 1998, OFFP could only partially provide some respite. Both the nature of the OFFP as a programme and the resources allocated within it to education were inadequate to address the financial needs of the education sector in any significant manner. This situation continued until the current 2003 war.

3. Pre-2003 War Situation

This section analyses the major developments and problems that characterised the education sector during the 1990s as compared to the pre-sanction period of 1989 and before. The continuing crisis and weaknesses in the education sector in Iraq determine the trends in the situation during this period, from which critical lessons for the future could be drawn.

PRIMARY EDUCATION

3.1.1. Access to Primary Education and Levels of Participation

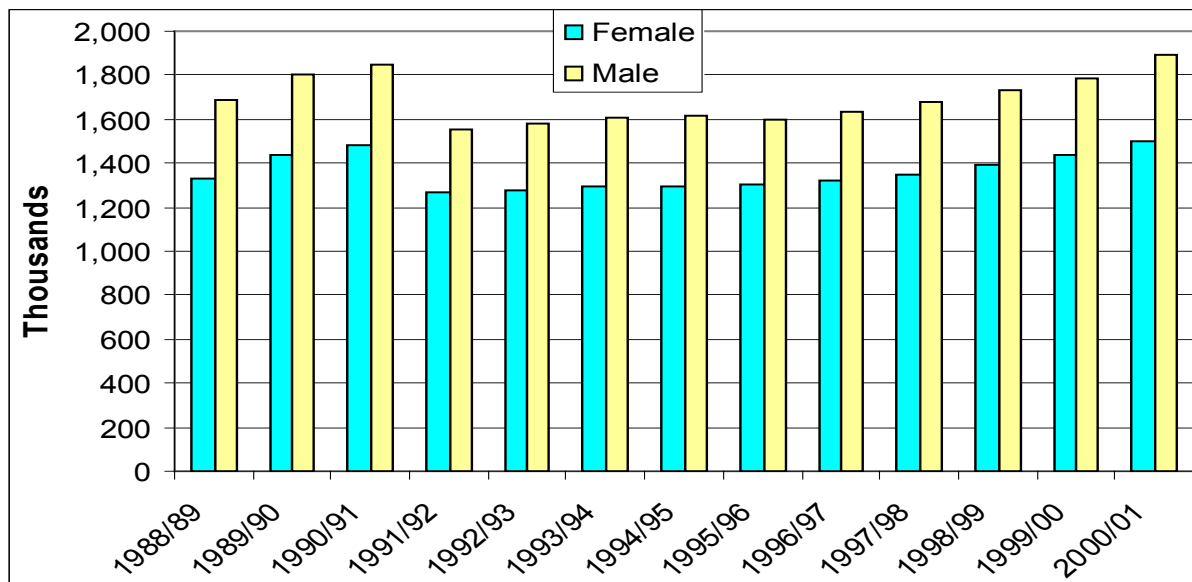
Just over 4 million students were enrolled at the primary school level in the year 2002 in Iraq (3,385,138 students in Central/Southern and 646,208 in the Northern governorates). It is likely that due to harsh economic conditions in the 1990s, shortage of textbooks and educational materials, unmotivated teachers, and growing poverty, enrolment and dropout rates increased.

The gross and net enrolment ratios in 1991/1992 were 108 per cent and 92 per cent, respectively. Gross enrolment declined by about 7 per cent in 1995/1996. Due to the implementation of the OFFP programmes, which provided some school supplies and

rehabilitation as well as textbooks and educational materials, the gross enrolment rate slightly increased to reach about 103 per cent in 1999/2000 with a net enrolment rate of 93 per cent. As a result, 7 per cent of children aged 6-11 years were out of school during 1999/2000. Taking into consideration the annual population growth rate of 2.9 per cent during the 1990s, one can argue that enrolment in the central/southern Iraq did not keep pace with population growth in the same period.

The net enrolment ratio increased only by 1 per cent from 92 per cent in 1991-92 to 93 per cent in 1999-2000 at the primary school level. Also during the 1990s, the proportion of girls to boys among primary school students remained fairly constant at 44 per cent, with an 11-point gender gap, which is assessed as significantly wide (Ref. Figure 2).

Figure 1: Gross Enrolment Rates in Primary Education



Source: Iraq MICS2, Multiple Indicator Cluster Survey 2000, Central Statistical Organisation and UNICEF Iraq, Baghdad 2001.

Gross and net enrolment rates were 83 per cent (69.6% female and 96.2% male) and 73 per cent (60.5% female and 84.1%) respectively in 1991. Due to the conflicts of 1991 where the majority of the educational facilities were burned, looted and damaged and due to the economic difficulties that resulted from the sanctions, the population displacement, and the use of certain schools as hostels, GER and NER decreased to 67 per cent and 58 per cent, respectively.

Since 1995 and after implementing the OFFP programme the political environment became more stable in the northern governorates, the gross and net enrolment rates started to improve to reach 99 per cent (83.6% female and 115.1% male) 91 per cent (77% female and 105.5% male) respectively, in 1998.

Overall, access to primary education declined significantly. The above data illustrates that while enrolment ratios appeared to be stable throughout the 1990s, in actual practice more and more children were being denied their right to education.

Percentages of female enrolment were almost equal to the percentage of enrolment for boys in the urban areas (GPI was almost equal 1). In rural areas, females' enrolment was far less than their male counterparts (GPI was .6).

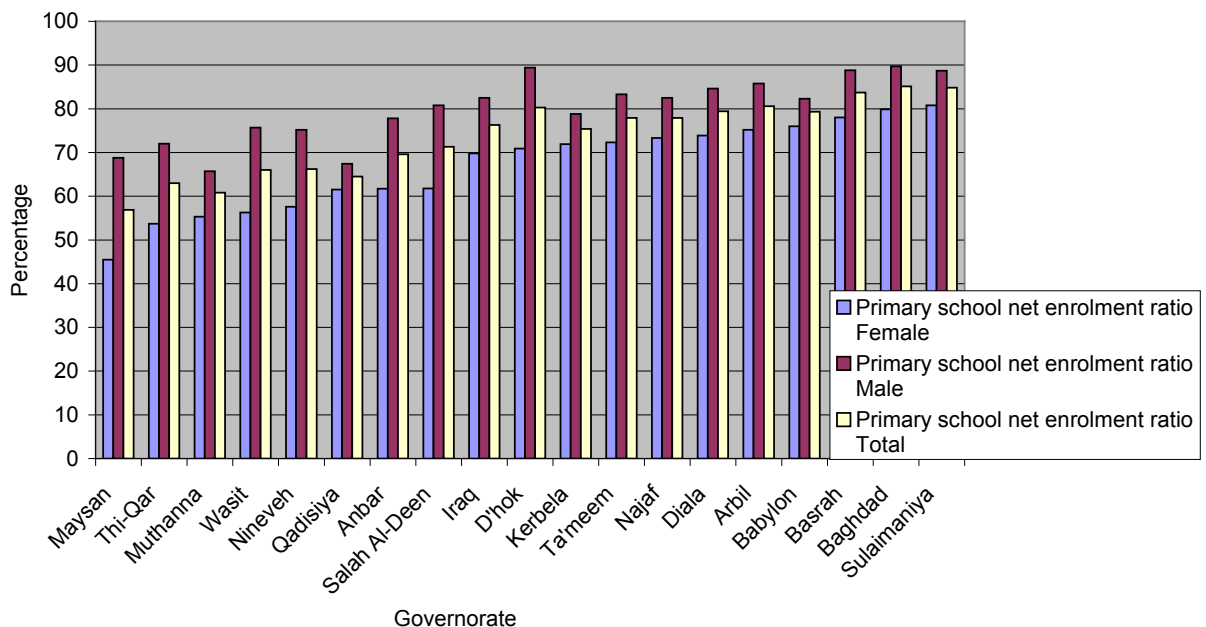
Furthermore, gender equity in education was not equal across the provinces of Iraq. The percentages of female enrolment were less than the males in 13 out of 15 provinces in central/southern Iraq. Within seven provinces, GPI was .9 and in six provinces, GPI was .8.

In the north, the percentage of female enrolment was less than males with GPI (.7). GPI was less than 1 in all the three Northern provinces in 1998/1999.

The GPI of .7 indicates that the female Gross Enrolment Ratio is only 70 per cent of the GER. The enrolment rates of females and males in 1990 and 1998 indicate that the gap widened with a difference of about 30 per cent, suggesting that the prolonged negative economic impact of the sanctions on families and a lack of community awareness on the importance of girls' education had a bigger impact on girls' primary enrolment than on boys'.

Data from a household sample survey (MICS2) conducted in 2000, revealed that only 76.3 per cent of children of primary school age (6-11 years) in Iraq were regularly attending primary school. The highest rates were in the three northern governorates (Suleimania, Erbil and Dohuk), Baghdad and Basra. Boys' enrolment was 80 per cent and above in 10 out of 18 governorates. Figure 2 provides a breakdown by geographical location and sex.

Figure 2
Net Enrolment Rates in Primary Education



Source: Iraq MICS2, Multiple Indicator Cluster Survey 2000, Central

Survey results further showed that the percentage of primary school-age girls not regularly attending school was twice as high as boys (30.2 % girls, 17.5% boys).

3.1.2. Repetition and Drop-out Rates

The effectiveness of any education system is not determined only by its capacity to accommodate all the children of school age, but also by the extent to which pupils are able to complete their schooling. The number of repeaters and dropouts needs to be kept as low as possible. For dropouts this means a lower level of participation in education, while high repetition rates generate extra cost for equipment and technical staff, reducing the education

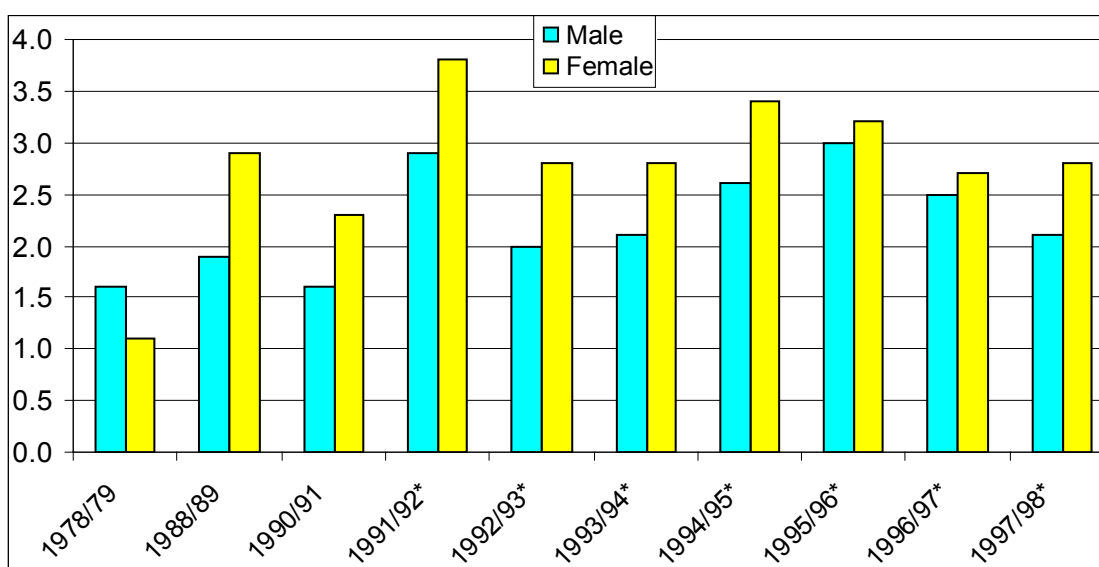
system's capacity to accommodate children. The dropout rate was 1.9 per cent (2.3% female and 1.6% male) in 1990/1991, and increased to 3.7 per cent in 1991/1992 while remaining around 3 per cent until 1999/2000. The rate in 2001/2002 was 2.4 per cent (2.8% female and 2.1% male). (Ref: Table 4 in the Annex)

In the north, the average dropout rate was high in 1994/1995 where it reached 14.7 per cent (14.5% female and 14.9% male). Following 1995/1996, it started to decrease until it reached 3.5 per cent (5.2% female and 2.2% male) in 1998/1999.

Gender disparity in drop-out rates was 2.4 per cent in 1998/1999 with more girls dropping out than boys. The survival rate up to grade five was 76 per cent (71% female and 81% male), which means that 24 per cent of the students who entered grade one had not reached grade 5 in 1997/1998.

Based on 1997/1998 cohort data, the survival rate to grade 5 are 83 per cent (68.6% female and 97.55 male) and the number of children in the 6th class in 1997/1998 was only 70.5 per cent of the number of children in the first class.

Figure 3: Primary School Dropout Rates



Source: Iraq MICS2, Multiple Indicator Cluster Survey 2000, Central Statistical Organisation and UNICEF Iraq, Baghdad 2001. *Note: Presumed to be for centre/south only

The above figure shows that girls' drop-out rates are consistently higher than those for boys, although, overall, dropout rates have remained below 4 per cent.

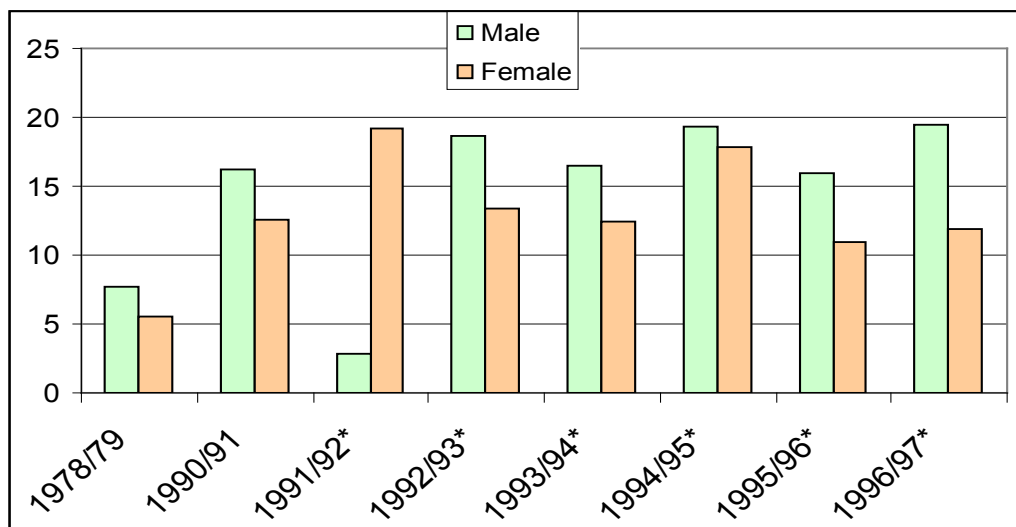
As regards repetition, Iraq has a very high percentage of repeaters. The median repetition rates in the 1990s were 14.5 per cent, with female repetition rates at 12.5 per cent and male repetition rates at 16.5 per cent. Iraq's repetition rate was among the highest in the region where the median of repetition rates in 1999/2000 for the Arab countries was around 7 per cent (9% for boys and 6% for girls). Repetition rates for primary grades have always been high in Iraq's education history, with the highest rates observed in grade five. It appeared that the strict selection process at the end of the primary cycle in grade 6 to determine entry into secondary school also influenced selection from grade five to grade six. (Ref. Table 5).

The high repetition rate in primary education is a result of many factors in addition to a rigorous assessment system. An increasing number of children could no longer cope with the pressures of the examination system that was not backed by a high quality of education.

Education standards had also lowered due to a shortage of textbooks and other teaching and learning material. Children also dropped out because of the pressure of work from home. In general, female students repeat classes much less than male students across all grades as well as across the years of 1990s. Female repetition as a percentage of male was about 0.70 per cent. In the north, the repetition rate was even higher than central/southern Iraq, for the first five grades, its median in the 1990s was 16.9 per cent (14.8 females and 18.5 males). The lowest rate was 13.6 per cent in 1991/1992 and the highest was 18.7 per cent in 1996/1997. Throughout the 1990s the average male repetition rates persisted to be significantly higher than the average female repetition rates. The gender parity index was .8 per cent in 1998 /1999.

Such a high level of repetition raises many questions regarding teachers' beliefs about children's capacity to succeed, measures adopted to facilitate children's mastery of competencies, classroom learning environments, the nature of assessment in the teaching learning process, examination regulations, and community and parental support of the learning process.

Figure 4: Primary School Repetition Rates



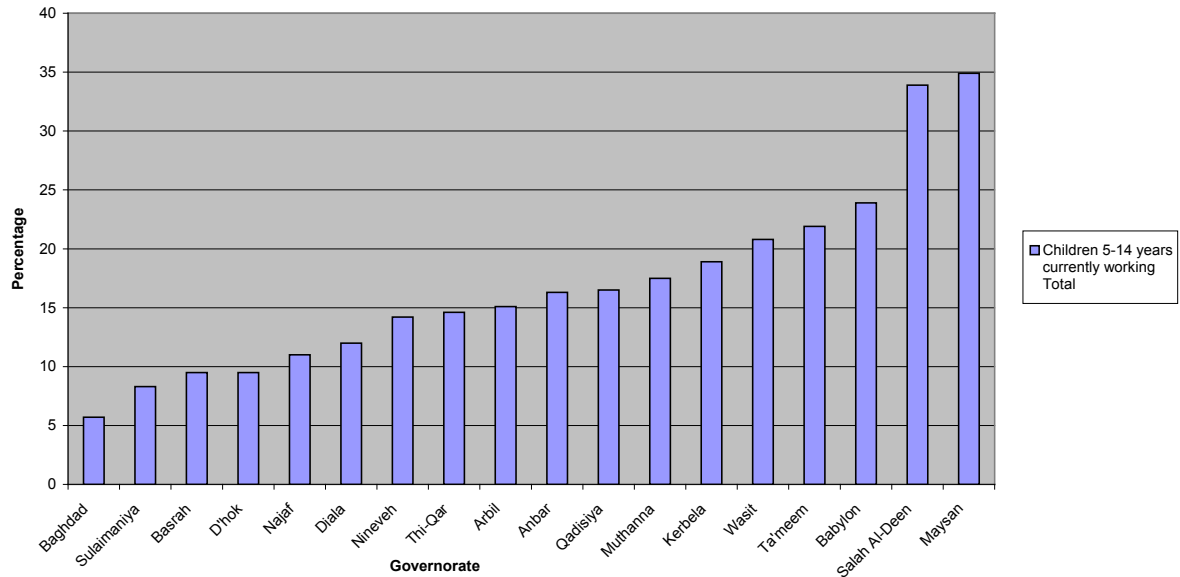
Source: Iraq MICS2, Multiple Indicator Cluster Survey 2000, Central Statistical Organisation and UNICEF Iraq, Baghdad 2001.
 *Note: Presumed to be for centre/south only

Other systemic factors to investigate would include pre-and in-service preparation of teachers, the existence of complementary approaches for assessing students' achievement, and the extent to which children can be expected to take responsibility for their own learning outcomes in the absence of adequate support processes and mechanisms.

The deterioration in the quality of the education system could be explained by many factors, one of which is the sanctions imposed on Iraq and the negative impact they had on the quality of education provided to students. It seems that the loss of a good percentage of trained teachers from the profession and their replacement with less qualified teachers was one of the main reasons behind this phenomenon. Poor school conditions and inadequate supplies of textbooks and other educational materials, traditional teacher-centred methodologies and harsh economic conditions of the families were some of the reasons that contributed to this high level of repetition and dropout rates. As an example, the poor socio-economic conditions led some students to work after school hours to supplement family income.

In terms of education and child labour, over 10 per cent of children aged 5-14 years were working in 2000, as shown in Figure 5.

Figure 5: Working Children under 15 Years



Source: Iraq MICS2, Multiple Indicator Cluster Survey 2000, Central Statistical Organization & UNICEF Iraq, Baghdad 2001

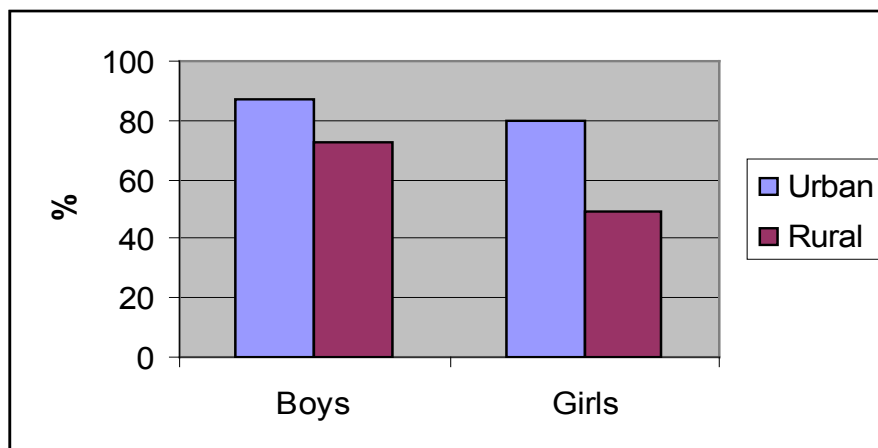
Maysan, Salah Al-Deen, Babylon, Ta'meem and Wasit recorded the highest percentages (>20%) of child workers. The fact that, on average, 80 per cent of children reach grade 5 seems to suggest that a proportion of school-going children are also working. It is however not clear what specific age group of children are most affected. Child labour is an area that merits further investigation.

Education and the Girl Child

The UNICEF supported MICS2 survey revealed that only 69.8 per cent of primary school-age girls were enrolled in school in 2000. The situation was worse in rural areas where 51 per cent of girls were reported to be out of school, compared with 27 per cent of boys. The gender gap was less pronounced in urban areas, with 20 per cent of girls and 12.6 per cent of boys out of school. The data show that the problem of gender bias is primarily rural or a localised problem in Iraq, unlike other Arab countries.

With reference to Figure 3, when the combined factors of sex and geographical location are taken into account, the gender differential is even more pronounced. Here, the gender gap in enrolment ranges from 49.2 per cent for rural girls to 87.4 per cent for urban boys, a gap of 38.2 percentage points, as shown in Figure 6.

Figure 6: Primary School Net Enrolment Ratio (2000), by Urban/Rural Location



Source: Iraq MICS2, Multiple Indicator Cluster Survey 2000, Central Statistical Organisation and UNICEF Iraq, Baghdad 2001.

The implication is that gender-based statistics in education must indicate the full spectrum of disadvantage. Ideally, an analysis of data from each governorate, by sex and urban/rural location would show even more clearly where gender biases are most prevalent. Trends over time would also need to be monitored to identify areas for urgent programmatic interventions.

Teacher Quality and Teacher Training

The 1990's witnessed a gradual reduction of personnel in the primary education sub-sector. Once a respected and a demand-led profession, the teaching profession lost 40,000 well-qualified teachers over the years. To bridge the gap and maintain schools, the government kept recruiting less qualified teachers. Some 20 per cent of teachers only have one year pre-service training after secondary schooling, compared to the three to five years' pre-service training before 1990. Hence, while Iraq has 190,650 primary school teachers, the extent of training and consequently quality of teaching they can deliver needs to be reviewed. Further, there has been virtually no in-service teacher training system in Iraq. Pre-service training was all that teachers received.

The Government of Iraq built 139 teacher training institutes all over the country, which ran the 3 to 5 year teacher training courses. Nonetheless, teacher training became a neglected sub-sector after 1991, due to financial resource constraints. A project was initiated in 1992 to upgrade a few selected teacher training institutes to university level teacher colleges which were to be known as Central Teacher Training Institutes. This project could not be completed and was discontinued. An assessment of the network of teacher training institutions and their current capacity would be necessary before a plan for teacher training and improving quality of teaching is introduced. (Ref. Table 7 in the Annex)

The second dimension of teacher quality relates to methodology, in addition to knowledge of the subject matter. One of the features of the extensive, centrally supervised, top down primary schooling system is that teaching has become a 'mechanical' profession – autocratic, prescriptive and information-loaded rather than child friendly, exploratory and interactive. Hence, the quality dimension in teaching and consequently in education has not been given much attention within Iraq. This weakness is inherent in the exclusive focus literacy that guides education in schools - a legacy of the 1980s.

One of the characteristics of the teaching profession in Iraq has been its feminisation. The percentage of female teachers had risen from 33.7 percent in 1971 to just over 70 percent in 1990. This level was retained throughout the 1990s, and would have a longer-term positive influence on educating the girl child.

3.1.5. Examination and learning achievement monitoring

Students are required to take part in examinations twice a year, first in the mid academic year and the second during May. Those who fail are given a second chance to re-sit exams in September. Success in these exams is a precondition for moving on to the next academic level. National examinations are held for students in grade 6, leading to intermediate and secondary level. The examination system is fairly rigid and lacks flexibility. Furthermore, Iraq has not established a learning achievement monitoring system as many Arab countries have done, following the 1991 Jomtien Framework for Action in Basic Education. The absence of such a system makes it difficult to assess learning outcomes, mastery of basic skills and competencies, assess children's learning difficulties, identify areas of weaknesses, and make strategic use of results to improve education system functions in areas of curriculum development, teacher training and classroom management.

3.1.6. Curricula, Teaching-Learning Material and Instruction

The Ministry of Education had the responsibility for curriculum development and implementation. The Iraqi curriculum covered the following subjects: Islamic education, Arabic language, mathematics, agricultural education, art education, physical education, music and anthems (all grades); life education (grade 1 to 4); civics, science and health education (grade 4 to 6); English language, history, geography and family education (grades 5 to 6). The allocation of periods per week for each subject is 30 classes for grades 1 to 3, 32 for grade 4 and 33 for grades 5 and 6.

The primary school curriculum has not changed for over two decades. Several attempts to change the curriculum during the 1990s by international agencies did not succeed. Curricula were centrally decided and became a highly politically sensitive issue within the dictatorial regime. A child-centred curriculum that promotes enquiry, problem solving and critical thinking, and reflection and analysis of social issues was virtually non-existent in the school system.

All textbooks and teaching learning material were centrally designed at the Ministry of Education through a "High Committee for the Development of Curricula, Teaching Aids and Examinations" and applied to all schools across the country. Textbooks and other material were also centrally produced and distributed free to all schools and then to every student.

The Iraqi education system is highly dependent on textbooks. Other learning resources to complement and enhance children's knowledge and skills, such as school libraries, supplementary reading material, and information technology, were virtually non-existent. For a country with the means to provide such essential resources, this is a serious violation of children's right to learn.

The quality of learning processes is closely bound with the quality of teachers. Until 1991, all serving primary school teachers graduated from the official three to five year courses at the central and governorates training institutes. A shortage of resources forced the government to cut back a number of trainees in regular teachers' training programmes in 1995. Lack of investment in teacher training left many of its buildings in bad condition. Furthermore, without the financial resources to meet training costs, it was impossible to

print textbooks and other printed materials needed by teachers' institutes. Due to these circumstances and the erosion of the purchasing power of the Iraqi Dinar, which brought down a teacher's salary to a range of 5 to 10 US dollars, teachers started to leave the profession since 1990. During the 1990's attrition in the teaching profession increased from 2.1 per cent in 1987/1988, to 12.1 per cent (25,336 teachers) in 1997/1998 and 10.1 per cent (21,150 teachers) in 1998/1999-. Many of the teachers who stayed in the profession were not attending regularly. Teacher attendance rates were 10 per cent (20,854 teachers) in 1997/1998 and 7.5 per cent (15,798 teachers) in 1998/1999. The loss of a number of well-qualified senior teachers was compensated by the appointment of less qualified personnel. The MOE was forced to recruit secondary school graduates and to appoint them after a short-term training programme of three to four months during summer holidays, or even without attending any training programmes at all.

An analysis of the qualification of teachers suggests that most of primary teachers were not qualified to teach at this level. Citing Jordan, a neighbouring country, as an example, its educational law specifies that the primary teacher should be a university degree holder who has had a good preparation in education, which is seldom the case in Iraq.

In the last two decades, the teaching profession at the primary level has seen a significant rise in the involvement of female teachers and a decrease in the number of male teachers. The percentages of female teachers at primary level increased from 33.7 in 1971 to 70.1 in 1990/1991 in the centre/south. There was a further increase to 72.5 per cent in 1999/2000. This may be because of the urge for male teachers to seek other jobs for supplementary income, or the effect of the war with Iran, labour market conditions, and the policy of empowerment of women. Furthermore, there were no serious teacher-training activities in the teacher training institutes at the central and the governorate levels during the 1990s.

Concerning teaching techniques, the method used in primary classrooms are mostly teacher centred where the teacher is the dominant actor in the classroom and he/she makes most of the classroom decisions, asks questions, and does most of the talking. Students' opportunities to participate in the learning process are negligible. This approach does not address student-learning styles, which raises a very serious question about the quality of outcomes of the teaching learning processes. The failure of the system to adopt child-centred methods and to achieve a diversity of teaching methods has serious implications for student's learning achievement.

Teaching and learning in Iraq almost exclusively relies on textbooks. Such strict adherence to textbooks reduces opportunities to explore other sources of information, prohibits the development of lateral, divergent and creative thinking skills, and stifles the realisation of affective and other skills-oriented goals.

Special mention must be made of the mass production of classroom furniture using a traditional design that perpetrates prescriptive teaching, and is not amenable to interactive and co-operative learning among students.

3.1.7. School Infrastructure and School Environment

According to MOE statistics, the total number of primary schools was 11,709 in 2000/2001: 8,749 in the centre/south and 2,960 in the north. Only 36 per cent of the 10,448 of these school buildings in the centre/south were in good condition, while 57 percent (5,940) needed maintenance and rehabilitation, and 7 per cent (707) were in need of replacement. About 24.7 per cent (2,573) of the 5,940 school buildings need complete and total repair and maintenance; the others need partial repair and maintenance.

It has been further estimated that more than 50 percent of primary school facilities did not provide a safe learning and teaching environment for students and teachers. This deterioration is evident in all areas: building structures, water provision and sanitation, playgrounds, classrooms, electrical installations, etc.

Due to the rise in the population of school-age children, the demands and pressure on the existing resources have increased. Therefore, a good number of schools were overcrowded and its facilities were over utilised. Some schools were accommodating 200-300 students over and above their accommodation capacity, with more than 65 students per classroom. At least 17 per cent of the schools were operating on the basis of double and triple shifts. There were 1,231 (or 16.3%) double-shift schools (two schools sharing one building on a shift basis) and 57 (or 0.7 percent) triple shifts schools. Schools did not often have playgrounds or other recreational space for the children. School sanitation facilities are generally poor and even though priority was given to schools for electricity and water supplies, the constraints in these utility systems often led schools to go without them for a long period of time. Such an environment in schools at the primary level may manage to impart literacy but is not conducive to learning.

Conditions have further deteriorated with the 2003 war. As equally critical to the need to rehabilitate damaged school buildings or those requiring extensive repairs, is the sheer shortage of school buildings to accommodate a growing population of children. Iraq does not have a tradition of either private schools or informal schools. A shortage of government school buildings therefore directly translates into a drop in enrolment rates. To meet this increasing need for education, many schools were over-crowded and over-utilised throughout the 1990s.

3.1.8 Additional targeted programmes

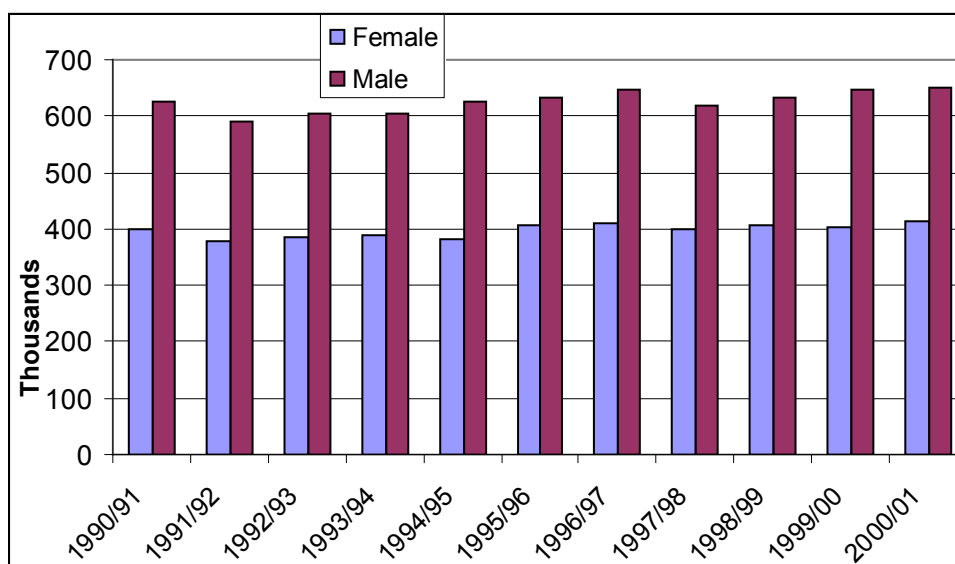
Special education programme

Since 1987, the Iraqi MOE made great efforts to establish special education classes for slow learners. The goal was to provide disabled children with the support needed to acquire basic skills and to support their learning. These classes were well equipped with suitable furniture. Most of the teachers had two years' training and after the preparatory education, in-service training activities were organised periodically to upgrade the knowledge and skills of the teaching staff. However, due to the harsh economic situation such training had recently stopped. This was partly because many teachers left the profession, while many untrained teachers were appointed, subscribing to the further deterioration of the system.

3.2. SECONDARY EDUCATION

The total secondary school enrolment for 2000/2001 was 1,291,309 (39% female) with 1,063,842 (39.8% female) in the centre/south and 227,467 (42.9% female) in the north. The gross enrolment ratio was 47.0 per cent in 1990/1991 for centre/south and dropped to 38.3 per cent (47.1% for boys and 29.1% for girls) in 1999/2000 (Ref Table 8). This decline could be explained in the context of the adverse effect of socio-economic conditions and difficulties within the education system itself as well as the sanctions. Sanctions resulted in a rapid decline of the economy and reduced family earnings. Some parents kept children out of school or withdrew those old enough to participate in income-generating activities to supplement the family income. However, considering the sharp decline in other socio-economic indicators, secondary school enrolment did not drop as sharply.

Figure 7: Male and Female Enrolment in Secondary Education



Source: Iraq MICS2, Multiple Indicator Cluster Survey 2000, Central Statistical Organisation and UNICEF Iraq, Baghdad 2001.

At the secondary level, while enrolment rates for boys had dropped, girls' enrolment, although marginally lower than boys, remained constant at 39 percent throughout the 1990s. Female gross enrolment as a percentage of male enrolment was about .62 in 1999/2000 while it was .64 in 1990/1991. At the governorate level, female enrolment ranged from 41.2 per cent in Baghdad to very low 17 per cent in Missan.

In the northern Iraq region, secondary school enrolment grew by 78 percent during the same years. These figures show that access is predominately a supply side problem, and given the opportunity for free education, Iraqi's would want their children to be educated, even at the secondary level.

Secondary school repetition and drop-out rates were high (34.4 % and 43%), respectively, at the intermediate level (Ref. Tables 9 and 10), indicating that many children either left school or could not cope with the level of evaluation required for their age group. It is difficult to attribute specific reasons for these trends and include the pressure to work due to economic hardships, drop in both quality and employment value of education and the lack of an overall environment for academic work.

Figure 8: Dropout Rates at the Intermediate and Preparatory Levels

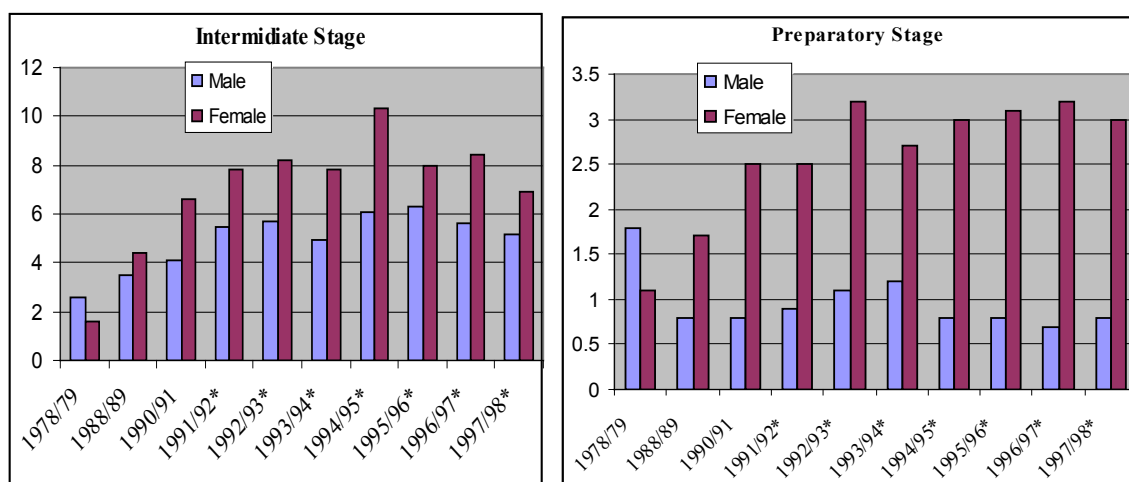
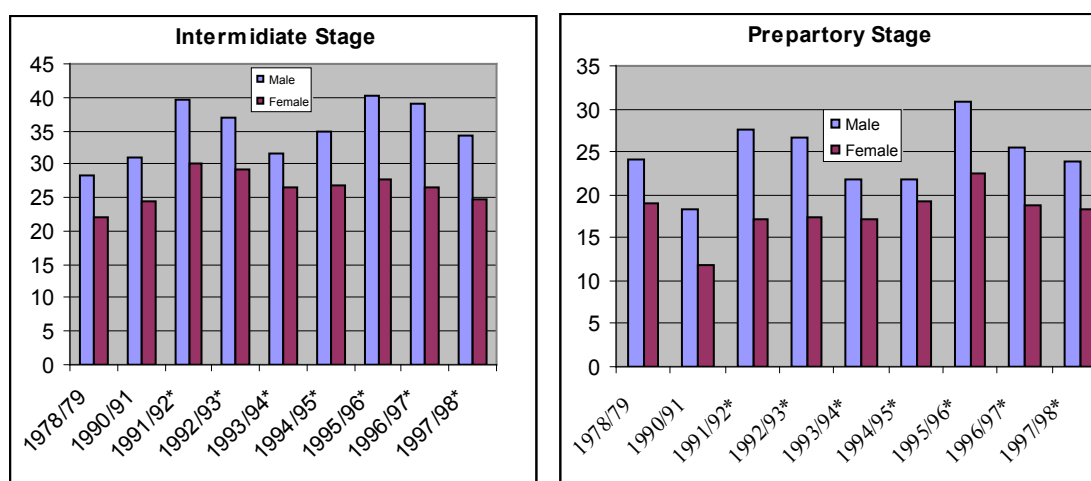


Figure 9: Repetition Rates at the Intermediate and preparatory levels



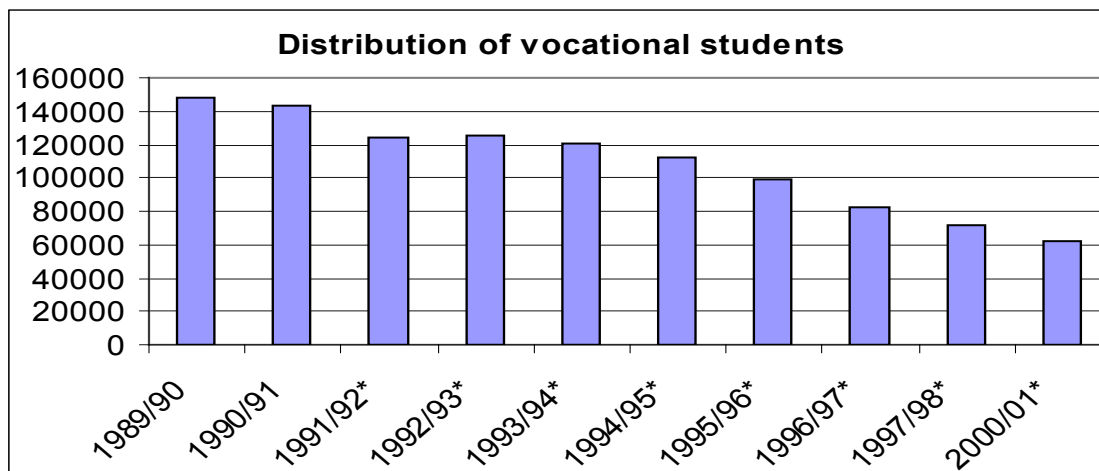
Source: Iraq MICS2, Multiple Indicator Cluster Survey 2000, Central Statistical Organisation and UNICEF Iraq, Baghdad 2001.

Problems similar to those of the primary school system plagued Iraq's secondary education system, both before and after 1990. The number of secondary school teachers (74,000) however increased substantially, by 47 per cent, over the decade, as compared to the primary level, and the student teacher ratio was an exceptionally low 17:1. Even at the secondary level, female teachers continued to be in a slight majority (56 %). What created problems in the secondary education was the failure to upgrade curricula, severe shortage of books, equipment and science labs, its isolation from the rest of the world, and inability to upgrade and modernise its overall education quality to incorporate new subjects like IT and computer applications. It was also estimated that half the school buildings required repair and maintenance, as many schools had double shifts in the cities, even at the secondary level.

3.3. TECHNICAL AND VOCATIONAL EDUCATION

Although there were over 65,000 students in 235 technical schools in Iraq in 2000 (Ref. Table 6), less than 2 percent of Iraqi students were enrolled in them. There was a nearly 59 percent decline in enrolment from 142,822 in 1990-91. Vocational education enrolments in central/south Iraq declined from 124,479 in 1991-92 to 61,861 in 2000-2001, almost by 50 per cent. However in north Iraq, enrolment in vocational education increased from 3,264 in 1996-97 to 4,043 in 2000-2001. The number of vocational institutions decreased from 289 to 235 in the same period (1990-2001), at the governorates' level in the south and centre (Ref, Table 11), whereas at the governorate level in the north, the number of institutions also decreased from 32 to 28 during the same period (1996-2001).

Figure 10: Student Enrolment in Vocational Education



Source: Iraq MICS2, Multiple Indicator Cluster Survey 2000, Central Statistical Organisation and UNICEF Iraq, Baghdad

There were many factors that impacted on the quality of vocational education in addition to the decline in its coverage. Most vocational schools do not have a full complement of courses. This did not generate student motivation as courses offered were not deemed adequate or relevant to their needs. Clearly, the vocational education system did not rise to a level to fulfil the need for vocational and technical employment generation that Iraq needed. The sub-sector was one of the neglected segments of the overall education system. A major redesign and upgrading of the technical and vocational educational system, as an integral component of rebuilding Iraq's indigenous economic structure and employment, should become part of the educational reform process.

3.4. NON-FORMAL EDUCATION

Substantial gains in adult literacy, resulting from the Iraqi government large-scale anti-illiteracy campaigns in the 1970s and 1980s have been reversed. The literacy rate for the age group 15-45 years decreased from 89 per cent in 1985 to 73.55 per cent in 2000. Adult female literacy rates dropped from 87 per cent in 1985 to 49 per cent in 1995.

Special schools were established to support the campaign. 'Popular schools' were intended to prevent young people aged 15-35 years from reverting to illiteracy. 'Youth schools' were created for out-of-school children aged 10-15 years, who could not be accepted in secondary schools.

In the last decade, enrolment in non-formal education dropped sharply from 9,432 in 1990/1991 to 388 in 1998/1999. The number of schools also dropped from 112 to four. Economic difficulties were the main reasons for the dramatic slow-down of the Iraqi campaign against illiteracy.

During 1994 and 1995 MOE, UNICEF and the Iraqi General Association for Women set up programmes of non-formal education for girl's aged 10 and above.

The national literacy campaigns of the 1970s and early 1980s resulted in substantial improvements in the adult literacy rate, at 52 per cent in 1977, growing to 72 per cent in 1987. A negative trend in adult literacy rates has been noticed in the 1990s with an estimated annual growth ratio of illiteracy 3.9 per cent during the period 1987-1996. The large repetition rates as well as dropouts at early ages play a role in increasing the illiteracy rate. Estimated figures show that the absolute number of non-literates increased from

1,656,862 in 1987 to 2,339,454 in 1996. However, there has been a sharp decline in adult female literacy rates since the mid 1980s, from 87 per cent in 1985 to 49 per cent in 1990 and 45 per cent in 1995.

To combat illiteracy, schools and evening classes were opened specifically for adolescents aged 10-15 years. These classes are now practically closed. Lack of student motivation, shortage of qualified permanent personnel, non-attractive, low salaries are only examples of the problems which hinder the efficiency of the evening programmes.

After the adult illiteracy eradication campaign of the early 1980s, the non-formal education component of the education sector virtually disappeared, as all the policy focus was on an expanded formal education system. Even the drastic change in the situation of the 1990s, when a major non-formal education programme could have absorbed some of the losses in literacy levels did not lead to a revival of a systematic and major non-formal system.

There is no official data on the number of adult illiterates in the north. According to a field survey conducted by UNICEF in 1995/1996, the total number of illiterates was 169,046 (58,994 males and 110,052 females).

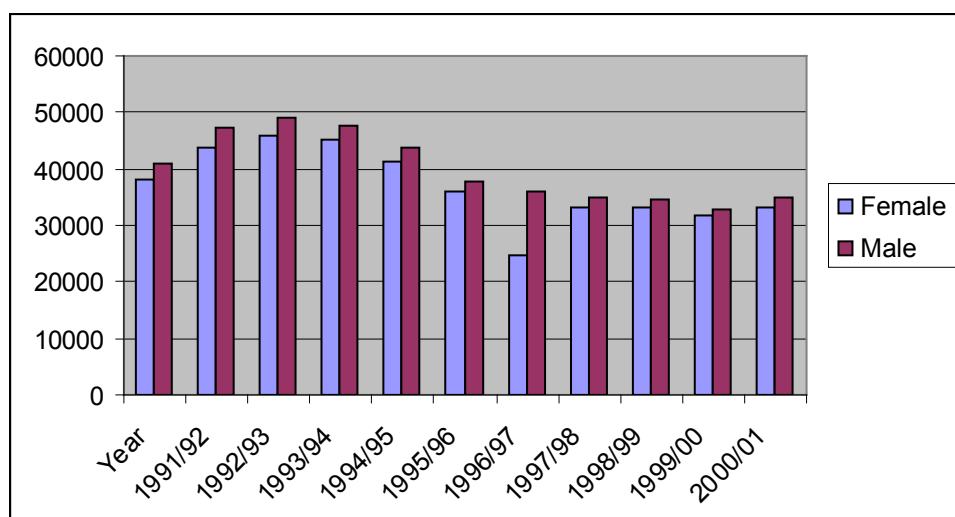
3.5. HIGHER EDUCATION

A total of 317,993 students were enrolled in the higher education institutions, including 279,300 in the centre/south and 20,701 in the north, in 2001-2002. The total number of academic staff was 14,743, including 13,167 in the Centre/South and 1,576 in the North. The student teacher ratio was 20.4 percent for the centre/south, and a ratio of 14.7 in the north. Even though the student/ teacher ratios for Iraqi higher education seem reasonable, there was a wide disparity between institutions. For example in Suleimaniya University, where the student/ teacher ratio was 16, the faculty of law had a fairly high ratio of 132. In Kufa University, the student teacher ratio was 10, and the Agriculture College appeared to be highly staffed with an average ratio of 5.7 only, while for the College of Arts, the ratio was quite the opposite. Nonetheless, some institutions such as the (College of Medicine and Engineering) kept the student/teacher ratio up to international standards. In higher education, there is a high demand for places in the medical, scientific and engineering facilities within Iraq. Each university has a College of Education, preparing teachers for secondary schools only. Iraq's isolation from the world for thirteen long years has affected higher education the most, within the education system. A process to rebuild the system is therefore necessary through re-stabilising linkages with universities that have an international standard.

3.6. EARLY CHILDHOOD EDUCATION (SEE EARLIER COMMENT ON ECD)

Children's participation in some form of organised early childhood education programme has always been low, as has generally been the case in the majority of MENA countries. In 2000/2001, 64,380 children were enrolled in early childhood education, with a very low gender gap, as shown in Figure 11.

Figure 11: Male and Female Enrolment in Pre-Schools



Source: Iraq MICS2, Multiple Indicator Cluster Survey 2000, Central Statistical Organisation and UNICEF Iraq.

Enrolment was higher in 1991/92, when 79,006 children were enrolled. The Gross Enrolment Ratio (total enrolment compared to population aged 4 and 5 years) declined from 8.2 per cent in 1990/1991 to 7 per cent in 2000/2001.

The number of kindergartens also dropped from 580 to 566, indicating that ECD services were being provided for less than 10 per cent of children aged 4-5 years. (Ref: Table 12 in the Annex).

According to MICS2 data, participation in ECD programmes was higher for children whose mothers had secondary education, compared with those whose mothers had only primary education or none at all. There is a four-percentage point gap in participation between urban and rural children.

Despite the low participation of children in ECE programmes, mention must be made of the good initiatives undertaken by the government of Iraq. Among them were the curriculum development efforts of the 1960s, 1970s and 1980s, the ECE teacher preparation manuals of the 1980s, which emphasised the importance of learning through play; and the provision of toys and other learning materials. Two Iraqi universities initiated special undergraduate programmes for ECE, while the MoE introduced ECE specialisation in teacher training institutes in 1989/1990.

Nevertheless, Iraq has been isolated from global trends in ECD and developments in integrated, comprehensive approaches that are being incorporated in the strategic priorities of international agencies. The Iraqi education system has primarily focused on a formal, state-run, institutionalised system, whereas effective early childhood care and development, and early learning now heavily rely on education within families and communities. Early childhood development in all its ramifications is therefore a challenging new field. However, as several countries are still grappling with a full realisation of a comprehensive approach to ECD, there is hope for Iraq's catching up with other countries in the region in this area.

LESSONS LEARNT FOR FUTURE PLANNING

The analysis of trends in education and the perspectives that have guided policy and management of the system offer a number of lessons for future planning. The results indicate that:

- A resource intensive, fully subsidised, formal education system can achieve quick results in universalising basic education, but cannot be sustainable where resources are limited and population growth is high.
- The vertical structuring of a primary and secondary education system that is centrally managed is useful in achieving mass literacy levels, but often at the expense of the level of quality required for children's all round education.
- Where resources are severely constrained, the formal education system cannot expand at the same rate as the child population growth rate, and many children will be denied their right to a quality education. To ensure that out-of school children are given equitable educational opportunities, less resource intensive and more community-based models of education of good quality will be required to enhance access and enrolment.
- A systemic approach to primary education planning is critical; pre-primary, secondary and teacher education planning can affect the efficiency and effectiveness of primary education delivery.
- Education policies need to shift from a focus on literacy to a focus on learning, and from the State as the sole provider, to the community and family as duty bearers. Such a paradigm would also include critical early childhood education strategies that focus on building parenting skills for children's optimal social and emotional development, early learning, and a smooth transition to primary school.
- Gender parity in education is a function of multiple factors including social values, political commitment, the profile of the education system, in terms of policies, and programmes that serve to address gender equity in content, processes and practices, as far as they affect students and managers of the system. Biases or inequities in any of these areas can adversely affect the education of the girl child. Gender-based monitoring, gender reviews, and collection and desegregation of education statistics can provide a reliable barometer of progress in reaching gender parity goals.
- Human resource planning and development is the most critical input into improving the quality of education. In particular, sound and relevant teacher and headship training is imperative. Teachers make a difference in creating conducive learning environments and stimulating children's learning. A neglect of the teacher and headship elements, in favour of physical infrastructure would lead to an inefficient and dysfunctional educational system. Effective school heads are key to schools that work in the best interest of children. Training teachers without training school heads who are to support them, is not an effective strategy.
- Lack of intra-ministerial collaboration, e.g. such as the planning unit working independently of the EMIS unit, leads to poor educational planning and management,

and breeds multiple sources of data, potentially confounding and undermining programme planning, implementation and monitoring.

4. Post-War Assessment and Findings

UNICEF, UNESCO and other NGOs have conducted an overall assessment of the nature and extent of damage that the education infrastructure suffered during the war. The damage to buildings and essential educational installations varies from full destruction, as in the case of the building of the Ministry of Education, to partial destruction. The damage to schools and educational institutions in some of the governorates is less serious, as compared to other Governorates like Basra, Thi qar and Baghdad. Overall, a large percentage of schools has been damaged as schools were often used as ammunition dumps. Although data analysis is yet to be finalised, the following are some of the findings that are being reported:

The Ministry of Education building was completely looted and torched. All office furniture, computers, files and personal records have been lost. The Ministry of Higher Education building was also seriously damaged. Three Directorates of Education out of four in Baghdad were completely looted and what remained was completely destroyed. The warehouses of the Directorates were also exposed to similar damage and destruction.

Damage to the Education Infrastructure

The main central warehouses of the Ministry of Education were completely looted then thoroughly burnt down. Accordingly, almost all the storage buildings have collapsed. More than 80 per cent of the stock of roll paper that was to be used for printing textbooks was torched and all the ready printed textbooks were burnt completely.

The most recent and important operational machinery available at the Printing Press of the Ministry of Education, the two Koenig *k* Baeur web presses, the newest machinery at the plant (compared to the rest) with the highest production capacity, were damaged by fire and looters. The two lines of these machines were gravely damaged due to fire and some parts of them were stolen. That means that even the 10.5 per cent of the 47.6 million textbooks needed for the 4.5 million students, which used to be produced and covered by the printing press, will not be achievable in the near future.

The Ministry of Education's Dustless Chalk Factory was hit during the bombing by the Coalition missiles and was entirely looted. At the time of the visit to the factory by the UNICEF observation team, there was a gang of looters still at work on this site, removing the iron frames from the windows of the factory building. The gangs informed the team that there was nothing left inside. The fence of the site also was torn down. Prior to the war, the factory was the country's only facility for producing chalk, at a rate of 12 million units per year. It was estimated that 142 million units of chalk were required to meet the needs of the 4.5 million students and 242,000 teachers. This implies that the school needs for chalk in the coming year will be severely aggravated.

The School Desks Factory suffered a similar fate as the Chalk Factory. No trace of remaining desks was observed during the assessment. The window frames and doors were also looted. According to the Ministry of education there was already a shortfall of 2 million desks in 1999/2000. This has further increased with the destruction that took place during and after the war and intensified the need for desks in the next academic year.

The Control and Correction Centre of the Ministry of Education was looted. Some

computers and a bus were looted from the building.

Further, the Educational Management Information System (EMIS), established at the central and peripheral levels throughout the 3 years prior to the war, was looted and damaged. All its computers and records, located at the ministry and at the educational directorates in most governorates, were damaged, and as result all of the stored information was lost.

School buildings

The percentage of damaged school buildings in Baghdad is 21 per cent (466 out of 2213). Not all schools suffered the same level of damage, the level of repair ranging from slight to substantial. In general, losses to schools included ceiling fans, lighting and the director's office furniture, school desks, fence, doors, glasses, blackboards, cabinets, electric cables, school radio stations, telephones, refrigerators and air coolers, among others.

In Salahiddin, 81 out of 839 (9.6%) of the buildings were damaged, 70 from looting, 11 from bombing and 1 from arson. Findings from the assessments in other governorates are still expected. In addition to the damage, some of the schools were used as a military base and filled with military equipment.

In Anbar governorate, 65 schools were damaged through looting of doors, windows, fluorescent lamps, electric cables, student desks, blackboards and cabinets.

In Tamim governorate, 130 school buildings were damaged, 7 from bombing and 123 from looting of student desks, ceiling fans doors, locks, glasses, sofa sets and cabinets.

The situation was made more difficult by the fact that the Iraqi army used some schools as a base and filled them with military equipment, army uniforms and quantities of weapons strewn all over the premises. The Coalition forces occupied other schools with their tanks, complete with ammunition and weapons. Several newly established political parties also occupied some schools.

School environment

After the war many children returned to schools that were deemed highly risky for accommodation. Water and sanitation systems were broken or damaged and the school did not provide a safe environment. Another factor that contributed to the difficult situation in schools was the continuous interruption of electricity. On average, interruptions occurred about 30-40 per cent of the time. There were also major problems caused by lack of transportation to deliver school supplies, and absence of a means of communication and communication facilities that would link professionals working in the field. Communication eased with the resumption of radio and TV broadcasting and the distribution of Thuraya mobiles.

As a result of the explicit media exposure of the violence and hostilities that took place before and during the war, Iraqi children, and teachers as well, have been traumatized. Such trauma could have an impact on the teaching and learning processes. Forty-nine percent of Iraqi children interviewed do not see life as worth living.

Supplies and teaching materials

It has been reported that a high proportion of stored educational material and supplies has been damaged, looted or burnt from the warehouses, administrative buildings, schools and education installations.

School attendance

Schools officially reopened on April 15 in the north and on May 1 in the centre/south region. The state of lawlessness and lack of security and safety since the end of the war has affected the overall school and classroom learning environment. Many families refused to have their children, especially girls, return to school. It was reported that 30-40 percent of enrolled children are not attending schools in Baghdad.

Teachers are also not reporting for work. Salary payments have not been made to a large number of teachers and other education personnel to date. Final exams for grades 6, 9, and 12 have been held.

The educational system

The administrative and management system in the education sector and all supporting systems at the governorates level have collapsed and are not functioning since the end of the war. The system has not yet been restored and there is no clear mechanism as to a restoration strategy in time for the next academic year. Work on this issue is going on through co-ordination of different agencies and the CPA.

5. Recommendations

Short-term:

- Restoring the confidence of the Iraqi population in their education system by reactivating education institutions and completing the current academic year, (September 2002-May 2003), which was interrupted by the conflict in mid-March. Getting students back to school, holding the terminal exams, ensuring safety, providing schools with basic supplies, getting teachers back to their schools will help all the Iraqis restore their confidence in the education system.
- The positive factor is that the final exams were held as scheduled for the primary, intermediate and preparatory stages. Buildings were used despite their state of disrepair. Areas strongly affected by the fighting have been cleared of mines and explosives. Necessary and basic teaching/learning materials, student desks, and office stationery are in the process of being supplied. The last week of June saw teachers getting salaries for the first time after the war. Still, more needs to be done to restore confidence in the education system such as making schools safe and secure, continuing with the rehabilitation of school buildings in need of minor repairs, and training of teachers to help identify and support children and adolescents with conflict-related problems.
- A rapid assessment of the most urgent infrastructural and material needs is in progress. The assessment would need to take into account:
 - School buildings in need of urgent rehabilitation
 - School supply needs, such as office materials, desks, teaching materials, chalk etc.
 - Number of qualified teachers and their availability
 - Risk factors as regards safety and security of schools, especially for girls
 - Communication equipment needed
 - Needs pertaining to the restoration of the database, to inform the renewal of educational infrastructure and facilities in general.

Such an assessment will need to be done at the city and governorate levels. It should involve the staff of the directorates of education.

- Preparing schools for the next academic year (2003-2004). While preparing schools for the next academic year, different stakeholders need to be encouraged to work with local communities on the basis of partnership and participation in decision-making. Besides implementation needs to be initiated, renewal of the educational infrastructure will benefit from the Iraqis' willingness and desire to rehabilitate their children's schools. The psychosocial needs of children need to be addressed through compensatory programmes, which encourage youth, and especially girls, to re-integrate into the education system. Training of teachers to play such new roles is crucial in this phase of the situation.
- Rehabilitation and construction of school buildings. 70 per cent of the schools need rehabilitation - a large programme by itself. 50 per cent of primary school facilities

are not yet safe. Eighteen per cent of the primary schools operate on the basis of two or three shifts. Such a school rehabilitation programme will provide an opportunity for a fresh, friendly physical environment for school children. A more comprehensive school rehabilitation programme will also close the deficit in the number of schools required to accommodate the currently enrolled school children.

- Rebuilding the Education Management and Information System (EMIS). The EMIS system, established within the Education Ministry has collapsed and most data was lost. The EMIS needs to be rebuilt on a more comprehensive basis to ensure that the production of relevant, reliable and timely information to managers, planners, policy analysts, and decision-makers at all levels of the system, is quickly available. Staff capacity for planning, research, managing, maintaining and operating of the system, at both central and regional levels, has to be enhanced through fresh training. There is a need for rationalisation/harmonization of MoE departmental units and functions as well.

In the medium term a more comprehensive process of reforming the education system is required that includes:

- A new education philosophy and vision – national consensus on education priorities.
- A need for national standards for children’s learning.
- A major redesign of primary, secondary and non-formal education curricula
- Design and inclusion of new non-formal education programmes addressing the needs of education to different vulnerable population groups such as working children, youth dropouts, illiterate adults and rural populations.
- A new vocational and technical training and education system design and implementation that takes into account new needs of technical manpower in Iraq, as well as global standards and know-how in vocational training.
- Reform of the teacher training system, including pre and in-service training mechanisms and rehabilitation and capacity building of the network of training institutes in Iraq.
- Institutional reform of the state-run education management system, towards greater decentralisation, community ownership and monitoring, private sector participation and creation of new academic and supervisory support structures.
- Design of alternative education programmes and their institutionalisation such as distance education, education for working adults etc.
- Integration of the education system with programmes and institutions involved in child protection.

6. Need for Future Assessments

Although the education sector has relatively more data on the general trends and situation of the existing formal education system, there is a substantial need for qualitative data if the reconstruction efforts are to focus on a comprehensive education sector reform process. The gaps in information required to be filled in future assessments include:

- Rehabilitation needs to fully restore the school system to its pre-war levels, including the restoration of school infrastructure.
- An assessment of the needs, quality and capacity of the teacher-training infrastructure for both pre and in-service training of teachers, including setting qualification and certification standards and recruitment policies.
- Assessment of the primary, secondary and vocational education curricula, as a step towards modernising the education system.
- Assessment of the school management and supervisory systems and possibilities for a re-design of the institutional structure, at the governorates/city levels. Moving from a government-managed school system to a government-aided system will facilitate local ownership and management.

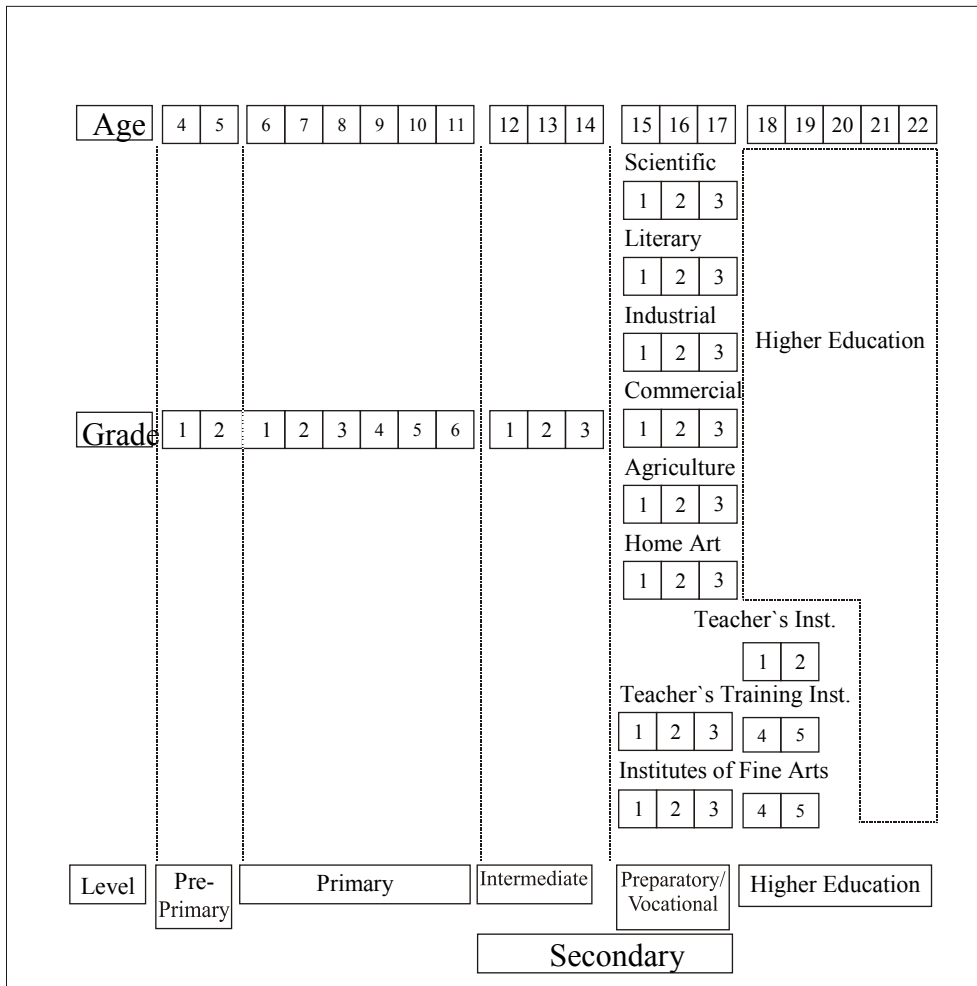
7. Annexes

7.1. BIBLIOGRAPHY OF KEY REPORTS AND DOCUMENTS

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8.

Annex Figure 1: The Educational Ladder in Iraq according to Age and Grade



Source: ref (2)

9. Tables and Figures

Table 1: Distribution of Students Teachers and Schools According to Education Level

	Students			Teachers			Schools				
	Total	Female	Male	Total	Female	Male	Total	Co-education	Female	Male	
Kindergarten	67701	33106	34595	4517	4517	---	563	563	---	---	
Primary	3224602	1433495	1791107	154642	112393	42249	8505	6289	990	1226	
Secondary	---	404713	647192	60225	36486	23739	2941	526	1014	1401	
Industrial	otho c v	1051905	2923	48611	5474	2315	3159	163	5	10	148
Agricultural		2080	---	2080	286	56	230	10	---	---	10
Commercial		8390	5917	2473	1117	901	216	61	4	42	15
Domestic			969	---	47	47	---	2	---	2	---
Subtotal		62973	9809	53164	6924	3319	3605	236	9	54	173
Teachers Institutes	t n s I	37452	25792	11657	1590	1038	552	77	---	49	28
Central		10573	4503	6070	12	10	2	30	3	14	13
Fine Arts		2800	934	1866	265	149	116	6	1	3	2
Subtotal		50825	31232	19593	1867	1197	670	113	4	66	43
Total number	4458006	1912355	2545651	228175	157912	70263	12358	7391	2124	2843	

Source: ref (2)

Table 2: Teachers, Students and Schools - Primary Level

Years	Teachers	Number of Pupils						
		Total Enrolment	Est. Age population ('000)	Female %	Female	Male%	Male	Schools
1988/89	138,777	3,023,139		44.2	1,334,807	55.8	1,688,332	8,052
1989/90	138,729	3,238,283		44.3	1,433,641	55.7	1,804,642	8,472
1990/91	134,081	3,328,212	3,088	44.5	1,479,897	55.5	1,848,315	8,917
1991/92	120,063	2,824,556		44.9	1,267,584	55.1	1,556,972	7,980
1992/93	131,271	2,857,467		44.7	1,277,056	55.3	1,580,411	8,003
1993/94	133,196	2,902,239	3,204	44.7	1,295,906	55.3	1,606,333	7,988
1994/95	139,947	2,913,533	3,262	44.6	1,298,973	55.4	1,614,560	8,085
1995/96	145,455	2,903,923	3,356	44.8	1,301,852	55.2	1,602,071	8,145
1996/97	141,178	2,953,777	3,363	44.8	1,322,622	55.2	1,631,155	8,301
1997/98	141,935	3,029,386	3,414	44.6	1,351,421	55.4	1,677,965	8,333
1998/99	141,579	3,128,368	3,671	44.5	1,392,892	55.5	1,735,476	8,345
1999/00	154,642	3,225,057	3,808	44.5	1,434,950	55.5	1,790,107	8,505
2000/01	158,468	3,385,138	3,921	44.2	1,496,603	55.8	1,888,535	8,749

Source: ref (4)

Table 3: Percentage Distribution of Educational Budget by Educational level

Educational level	(%) 1988/1989*	1992/1993	1994/1995
Early childhood education	2	2.5	2.1
Primary	47	53.3	48
Secondary and vocational	30.6	23.6	21
Higher education	20	24.6	25

Source: UNESCO, Situation Analysis Report on Iraq, 2003

Table 4: Dropout Rates at Primary Level

Years	Dropout Rate at Primary Level		
	Male	Female	Total
1978/79	1.6	1.1	1.4
1988/89	1.9	2.9	2.4
1990/91	1.6	2.3	1.9
1991/92*	2.9	3.8	3.3
1992/93*	2.0	2.8	2.4
1993/94*	2.1	2.8	2.4
1994/95*	2.6	3.4	3.0
1995/96*	3.0	3.2	3.1
1996/97*	2.5	2.7	2.6
1997/98*	2.1	2.8	2.4

Source: (ref 15)

*Note: Presumed to be for Centre/South only

Table 5: Repetition Rates at Primary Level

Repetition Rates at Primary Level			
Years	Male	Female	Total
1978/1979	07.7	05.6	06.8
1990/1991	16.2	12.6	14.6
1991/1992*	02.9	19.2	13.6
1992/1993*	18.7	13.4	16.3
1993/1994*	16.5	12.5	14.5
1994/1995*	19.3	17.9	18.7
1995/1996*	16.0	11.0	14.0
1996/1997*	19.5	11.9	15.0
1997/1998*	-	-	-

Source: (ref 15)

*Note: Presumed to be for Centre/South only.

Table 6: Percentages of Primary School Age Attending Primary Schools

	Urban	Rural	Total
Male	87.4	72.4	82.5
Female	80.0	49.2	69.8
Total	83.8	61.0	76.3

Source: UNICEF MICS2 2002

Table 7: Distribution of Teacher Training Institutes in Iraq

Year	Teachers			Students in all classes			Students admitted			Institutes
	Total	Female	Male	Total	Female	Male	Total	Female	Male	
1994/95	1499	836	663	26069	15567	10502	4349	2752	1597	36
1995/96	1409	793	616	23807	14393	9414	4661	2121	1540	35
1996/97	1400	806	594	23714	14078	9636	5346	3448	1898	35
1997/98	1446	877	596	30567	19496	11071	7893	5158	2735	54
1998/99	1570	991	579	40400	26259	13841	10156	6773	3383	81
1999/00	1602	1048	554	48025	30298	17727	13566	8443	5123	107
2000/01	1716	1107	609	56747	34265	22482	13416	8117	5299	139

Table 8: Number of Schools, Students and Teachers in secondary schools

Year	Teachers	Students					Number of schools
		Total	% Female	Female	% Male	Male	
1990/91	44,772	1,023,710	39.0	398,765	61.0	624,945	2,719
1991/92	42,654	967,872	38.9	376,596	61.1	591,276	2,719
1992/93	48,496	992,617	38.9	386,522	61.1	606,095	2,540
1993/94	49,783	994,384	39.3	390,479	60.7	603,905	2,626
1994/95	52,428	1,009,105	38.0	383,413	62.0	625,692	2,658
1995/96	52,393	1,037,482	39.1	406,025	60.9	631,457	2,675
1996/97	54,364	1,056,929	38.9	411,186	61.1	645,743	2,694
1997/98	54,846	1,020,823	39.2	400,444	60.8	620,379	2,822
1998/99	55,061	1,038,303	39.1	406,461	60.9	631,842	2,878
1999/00	60,225	1,051,905	38.5	404,713	61.5	647,192	2,941
2000/01	62,040	1,063,842	38.3	412,789	61.7	651,053	3,051

Source: (ref 4)

Table 9: Dropout Rates at Intermediate and Preparatory Level

Year	Intermediate			Preparatory		
	Male	Female	Total	Male	Female	Total
1978/79	2.6	1.6	2.3	1.8	1.1	1.6
1988/89	3.5	4.4	3.8	0.8	1.7	1.2
1990/91	4.1	6.6	5.1	0.8	2.5	1.5
1991/92*	5.5	7.8	6.3	0.9	2.5	1.6
1992/93*	5.7	8.2	6.6	1.1	3.2	2.1
1993/94*	4.9	7.8	6.0	1.2	2.7	1.8
1994/95*	6.1	10.3	7.6	0.8	3.0	1.7
1995/96*	6.3	8.0	6.9	0.8	3.1	1.9
1996/97*	5.6	8.4	6.6	0.7	3.2	1.9
1997/98*	5.2	6.9	5.8	0.8	3.0	1.8

Source: (ref 4)

*Note: Presumed to be for Centre/South only

Table 10: Repetition Rates In Intermediate And Preparatory Stages

Year	Intermediate			Preparatory		
	Male	Female	Total	Male	Female	Total
1978/79	28.4	22.2	26.5	24.1	19.1	21.8
1990/91	30.9	24.3	28.4	18.4	11.9	15.7
1991/92*	39.7	30.2	36.1	27.6	17.2	23.1
1992/93*	37.1	29.3	34.2	26.7	17.3	22.5
1993/94*	31.6	26.6	29.8	21.8	17.2	17.7
1994/95*	35.0	26.9	32.1	21.8	19.2	24.8
1995/96*	40.1	27.7	35.6	30.8	22.4	27.0
1996/97*	38.9	26.5	34.4	25.4	18.7	22.4
1997/98*	34.2	24.8	30.7	23.9	18.2	21.4

Source: (ref 15)

*Note: Presumed to be for Centre/South only

Table 11: Distribution of Vocational Students in Iraq

Year	Teachers	Students					Schools			
		Total	Home Arts	Commercial	Technical	Agricultural	Total	Commercial	Technical	Agricultural
1989/90	9223	147942	-	50046	92059	5837	278	117	144	17
1990/91	9127	142822	-	48279	90216	4327	289	121	152	16
1991/92*	8381	124479	-	39616	82064	2799	257	116	131	10
1992/93*	8894	124783	-	38008	84029	2746	271	119	145	7
1993/94*	8857	120891	-	39998	78509	2388	273	123	142	8
1994/95*	8776	111813	-	30937	78464	2412	275	119	145	11
1995/96*	8511	99405	-	21294	75755	2356	275	116	151	8
1996/97*	7922	82305	-	12043	67889	2373	257	92	155	10
1997/98*	7392	71437	447	9339	59212	2439	249	74	163	11
2000/01*	6601	61861	513	8573	51048	1727	235	60	165	10

Source: (ref 15)

*Note: Presumed to be for Centre/South only

Table 12: The Female and Male Enrolment in Early Childhood Education

Year	Teachers	Children			Schools
		Total	Female	Male	
1991/92	4,598	79,006	38,014	40,992	580
1992/93	4,778	90,836	43,656	47,180	578
1993/94	4,919	95,011	45,849	49,162	580
1994/95	4,972	93,028	45,220	47,808	576
1995/96	4,841	85,024	41,135	43,889	571
1996/97	4,842	73,718	35,917	37,801	569
1997/98	4,692	70,585	24,720	35,865	566
1998/99	4,595	68,169	33,055	35,114	564
1999/00	4,517	67,701	33,106	34,595	563
2000/01	4,404	64,380	31,607	32,773	565
2001/02	4,492	68,377	33,343	35,034	566

Source: (ref 4)