



United Nations Educational,
Scientific and Cultural Organization



SITUATION ANALYSIS OF EDUCATION IN IRAQ

2003

UNESCO, Paris April 2003

Cover:

'Tower of Samara', minaret of the great mosque at Samara (850 AD), bearing structural resemblance to the Ziggurats of Mesopotamia. The unique spiral structure has inspired later in visualisation of The Tower of Babel.

Original photo by Eduardo Barrios, ©UNESCO



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MAP OF IRAQ



FOREWORD

Since its earliest years, UNESCO has cooperated closely with Iraq in its development efforts in all of the Organization's areas of competence, namely, education, the sciences, culture and communication. Cooperation has spanned areas as diverse as the preservation of archeological sites and historical monuments, museums, archives, libraries, water resource management, the media, and the development of education at all levels.

During the past decade, UNESCO has participated in the United Nations Inter-Agency Humanitarian Programme in the field of education. Since 1997 in particular, UNESCO has played a prominent role under the Oil for Food Programme through the provision of supplies, materials, and equipment to schools and other educational institutions in Northern Iraq. It contributed to the rehabilitation and construction of school buildings, school mapping, and the refurbishing of higher education institutions. In the Centre and the South, UNESCO participated in the inter-agency process of monitoring the delivery of education supplies by the Iraqi authorities. The provision of these services was accompanied by an important effort in national capacity-building, through the training of teachers and education managers. These initiatives were complemented by assistance provided under the Organization's regular programme, with an emphasis on attaining the Education for All goals.

Recent events and the backlog of unmet needs after two decades of war, dictatorship, sanctions and isolation have created a unique challenge now confronting both the Iraqi people and the international community. Although the conflict, the subsequent looting and destruction of public property and the ensuing disorder have led to a temporary breakdown of educational services, the past experience of Iraq shows that recovery and renewal will not be long awaited. The key asset of the country lies in its educated and experienced personnel. Iraqi expatriates also constitute a valuable untapped resource, eager to participate in their country's reconstruction. Unlike many other countries emerging from conflict or crisis, Iraq is well-endowed with natural resources. The immediate challenge will be to restore its self-confidence and recover a sense of normalcy. The resumption of educational services is a prerequisite for all initiatives aimed at promoting national reconciliation, policy dialogue and the democratization process.

I requested the preparation of the present *Situation Analysis* in order to assist our national counterparts, our international partners and ourselves in identifying the urgent needs essential for the effective resumption of education services. This was not an easy task, due to the unavailability of reliable data over the past decade. However, the Organization's experience of addressing the needs of countries in post-conflict or crisis situations has shown the critical importance of collating the basic information necessary for preparing the framework for a rapid response. On the basis of this situation analysis, UNESCO will contribute to a two-pronged strategy aimed at responding to the immediate need to restore a sense of normalcy through the resumed functioning of education services and, concurrently, contributing to national capacity-building necessary for the renewal and reconstruction of the education system. We intend to conduct more detailed needs assessments, together with our national counterparts and international partners, as soon as the situation permits.

As Iraq finds itself once again an active member of the international community, the renewal of the education system will have to reflect the universal norms and standards which will enable its children to fully understand democratic principles and processes while, at the same time, retaining their rich and multifaceted cultural identity. Those who have lived through similar dramatic events can well comprehend the changes that have to be assimilated. I recall my own school years in Japan, when my country and its whole social fabric, including education, went through a sea-change in the transition years following the Second World War. We did not want to lose out on a school year, and compensated for the lack of textbooks by using stencilled copies and other substitute materials. The curricular change took some time but the system resumed functioning immediately because we were fully committed to adapting ourselves to the challenges of the time. The determination of Iraqi children, teachers and parents not to lose out on a school year resonates strongly with my generation's experience.

Within the framework of the UN system, UNESCO will cooperate with its partners to mobilize the support that will enable the Iraqi people to renew and reconstruct their education system and achieve the goals of Education for All. Those concerned about the restoration of peace and stability in the region can readily appreciate the urgent need for the nation's people to come together around a new vision of Iraq's role in the concert of nations. Education, I believe, will be the key to Iraq's future. It will open the doors to dialogue and the participatory processes required for good governance and national unity. Education will be the vital medium for achieving the shared objectives of promoting the well-being of Iraqi children and preparing them to assume their role as responsible citizens in the national and international community.

A handwritten signature in black ink, appearing to read 'K. Matsuura', written in a cursive style.

Koïchiro Matsuura
Director-General of UNESCO

PREFACE

Although little good has come out of the many civil and regional conflicts of the last decade, the world has at least learned more about what helps and what hinders once the strife is over. Economists have been surprised to find that investment in education and health provides an immediate boost to a newly peaceful nation – surprised because social spending usually takes years to show an effect. The effect is immediate because the creation of schools and clinics sends a strong message that peace and normality have returned. This encourages the wider society to behave in a forward-looking way and invest for the future.

This is why Iraq should move quickly to rehabilitate, reconstruct and renew its education system. Once the best in the Arab world, Iraq's educational institutions have been debilitated by a decade of sanctions, a brief war and, finally, an orgy of looting that spared few public facilities. How to put it all back together?

It is a trite but true statement that if you cannot measure it, you cannot manage it. The purpose of this document, which takes advantage of UNESCO's long and close involvement in Iraq, is to provide a baseline. It details the state of education, right up to 2003, at the different levels of study and in the various regions.

There are many reasons to be optimistic about education in Iraq. First, there is Iraq's centuries-old intellectual tradition, which has its roots in the era when Arab scholars led the world in subjects as different as mathematics and medicine. Second, Iraq had a thriving education system only a decade ago, and subsequent events have weakened it, rather than destroyed it. Third, a government that was inimical to the free exchange of ideas and knowledge has been removed. Fourth, Iraq has access to rich resources and, unlike many countries emerging from conflict, is unlikely to expend much of its wealth on military hardware. Such spending wastes resources that could improve lives and signals to the people that more conflict may be imminent.

This is a time to be ambitious, rather than merely optimistic, about the intellectual development of Iraq. Rehabilitation and reconstruction are necessary stages, but the real focus must be on renewal. Iraq has the opportunity and the potential to be a beacon to give the whole Arab world new confidence in its ability to contribute on equal terms to the global exchange of ideas and knowledge. The feeling among many Arabs that their intellectual contributions are not taken seriously in the global community is one source of current geopolitical tensions. By recasting its education system with high ambitions Iraq can begin to break this cycle of inferiority.

In practical terms this implies renewing all levels of education, from universities to kindergartens, simultaneously. It means working determinedly to attract back to Iraq the best elements of its enormously talented intellectual Diaspora. It calls for thoroughgoing curricular renewal, which is not just the removal of the obscenities of dictatorship, but the integration of the best modern pedagogy. It means taking advantage of its potential wealth and its great reservoir of technically skilled people to show the rest of the region how to use new learning technologies to good effect. Current information and communications technology and the methods of distance education would allow Iraq to place parts of its educational development in a pan-Arab context immediately, through initiatives such as the Arab Open University.

UNESCO has extensive experience of post-conflict situations. In many of them because of very limited resources, the threat of renewed conflict and the absence of a robust tradition of education, it is hard to go beyond hand wringing. None of these conditions obtain in Iraq. This is a unique chance for the world to help a newly liberated people become prominent players in the free exchange of ideas and knowledge that is called for in UNESCO's constitution.

John Daniel
Assistant Director-General for Education
UNESCO

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LIST OF ABBREVIATIONS

D.G.,	Directorate Generale
EDSWG,	Educational Sectoral Working Group
EFA,	Education For All
EMIS,	Educational Management Information Systems
GER,	Gross Enrolment Ratio
GIR,	Gross Intake Rate
GOI,	Government of Iraq
HABITAT,	United Nations Human Settlements Programme
MOE,	Ministry of Education
MOHE,	Ministry of Higher Education
MOU,	Memorandum of Understanding
NER,	Net Enrolment Ratio
NFE,	Non-formal education
NIR,	Net Intake Rate
OCHA,	United Nations Office for the Coordination of Humanitarian Affairs
OFFP,	Oil For Food Programme
OIP,	Office of the Iraq Programme
PDK,	Kurdistan Democratic Party
PUK,	Patriotic Union of Kurdistan
SCR,	Security Council Resolution
SG,	Secretary General
UN,	United Nations
UNDP,	United Nations Development Programme
UNEDBAS,	UNESCO Regional Office for Education in the Arab States
UNESCO,	United Nations Educational, Scientific and Cultural Organization
UNICEF,	United Nations Children's Fund
UNMOVIC,	UN Monitoring and Inspection Commission
UNOHCI,	United Nations Office for Humanitarian Coordination in Iraq
WHO,	World Health Organization

Symbols used in this document

A number in square brackets eg [ref 14] is a reference to the background document in the reference list.

There are two sets of table listings in this document. The tables in the main text are referred to as Table 1, Table 2 etc while the tables in the Statistical Annex are Table A 1, Table A 2 etc.

INTRODUCTORY REMARKS

UNESCO's cooperation with Iraq in the field of education dates back to the earliest years of the Organisation. UNESCO contributed to capacity building and institutional development in the country but also benefited in turn from the use of the highly qualified Iraqi expertise for development cooperation in the region and other parts of the world. The Iraqi education system was known as being one of the most advanced in the region, with notable levels of achievement and a strong scientific base. The country was commended for its exemplary performance in reducing illiteracy and gender disparities. However, during the past two decades the performance of the education system declined and enrolment rates stagnated due to armed conflicts and ensuing economic hardships resulting from international sanctions.

UNESCO continued to support the development of the education system although the scope of this was limited under the sanctions regime and the difficult working conditions within the country due to the political environment. Like the other UN agencies, its role under the Oil for Food Programme in the Centre and the South, where the government was responsible for implementation of the Programme, consisted essentially of participation in the observer mechanism. As an implementation agency for the Programme in the Northern governorates of Iraq, UNESCO contributed substantially to educational development. UNESCO's activities focused principally on secondary, vocational, technical and higher education.

During the past decade, there has been a serious degradation of education services and infrastructure. However, since information on the education system was not readily available in the Centre and the South due to political constraints, it is not easy to assess the exact extent of this degradation. We have tried to compile information collected from different sources, including our international observers in based in Baghdad and our team of professional experts based in the three Northern governorates (Suleimaniya, Dahuk, Erbil). The available information is often contradictory and statistics have to be verified.

The aim of the present report is to give an overview of the Iraqi education system and the major issues confronting it, on the basis of the Organisation's own observations in the country, the data collected and analysis of other sources. The observations were made prior to the conflict of March 2003. Subsequent to this conflict it is to be expected that there is an even greater deterioration of the situation, due to the disruption of administrative services and damage to infrastructure as reported by the international media. Some of the 90 UNESCO national staff under the Oil for Food Programme who remain in the country confirm the magnitude of the problem.

This situation analysis, after an overview of the education system and identifying critical issues needing to be addressed, recommends urgent actions aimed at mobilising support for the rehabilitation, reconstruction and renewal of the education system. Information on the general structure, organisation, management, financing and curriculum, is followed by a brief review of each sub-sector, namely pre-primary, primary, secondary, vocational/technical, teacher training, non-formal and higher education. Annexes include: bibliographic citations (shown in the text in square brackets); a statistical summary of information gathered from various sources;

UNESCO's contribution to the Oil for Food Programme; and a summary of various school mapping exercises in the Northern governorates. Given the constraints under which the report has been prepared and the need to make available urgently basic information for all those interested in mobilising support for emergency response and rehabilitation, I would like to apologise for the shortcomings and data gaps.

The Iraqis throughout their history have always attached high priority to education and have overcome many crises. Information arriving from the country indicates that there is popular pressure to make up for the interruption of the academic year. The functioning of the education system and seeing children in school will be the best way of conveying a sense of normalcy and consolidating national reconciliation, the democratisation process and peace.

The international response to addressing the challenges of rehabilitation, reconstruction and renewal of the education system will have to reconcile immediate short term activities with medium and long term capacity building measures. Activities can be carried out concurrently under the different phases depending on their nature and the need to dovetail them into a comprehensive and flexible approach. UNESCO attaches prime importance to national capacity building and the implementation of its activities in close partnership with national stakeholders.

In the short term, the return to normalcy requires that education institutions begin operations rapidly in order to avoid losing out on a school year. Arrangements must be made to hold the end-of-year school examinations, for some half a million students completing the primary, lower secondary and upper secondary cycles of schooling, as well as vocational and teacher training courses. There must be a rapid assessment of basic needs of the system, immediate provision of essential materials for the functioning of the Ministries of Education and education institutions and textbooks for the schools.

The medium term response should include a review of curriculum, textbooks, teaching learning materials, renewal of teacher education, educational management and the use of information technologies in education. The longer term objectives should aim at institutional development through national capacity building particularly in educational planning, and management, consolidating the curriculum and textbook renewal process, addressing the issues confronting the teaching profession, education policy formulation and development strategy. This should be coupled with an overall education sector analysis as the basis for policy-making and implementation strategy.

I would like to thank the UNESCO team under the Oil for Food Programme recently evacuated from Iraq, our national staff on the spot, and our staff in Amman, Beirut and Paris, for contributing to this analysis.

Mir Asghar Husain
Director, Division of Educational Policies and Strategies,
UNESCO.

15 April, 2003

1 BACKGROUND AND RATIONALE FOR RENEWAL

1.1 CONTEXT

Just prior to the Gulf War, Iraq was described by the UN as a high-middle-income country, with a modern social infrastructure. Although the Iran-Iraq war caused enormous damage and more than 100,000 deaths, Iraq's health, education, and other social programs continued to advance throughout the 1980s. Before 1990, the educational situation in Iraq was considered one of the best in the region. The war with Iran in the 1980's greatly affected available resources, but Iraq continued to maintain an education system that was free at all levels and provided all necessary learning and teaching materials. The gross enrolment ratio at primary level was over 100%¹. Literacy levels were high, following successful literacy campaigns, which were commended by UNESCO in the 1980s.

The 1990-91 Gulf War had a serious negative impact on all sectors of the Iraqi economy and the socio-economic conditions. The UN Security Council Resolution (SCR) 661 (1990) following the invasion of Kuwait imposed strict economic sanctions banning all imports and exports and any form of external assistance except basic foodstuffs and medicine. Unable to export its oil, Iraq was deprived of a major source of revenue and could not generate enough funds to provide basic necessities for its population much less rebuild its damaged infrastructure. Electricity, water and sanitation systems as well as the social infrastructure, including health and educational institutions, were among the principal sectors affected. The education sector experienced a rapid deterioration of educational facilities, a critical shortage of teaching and learning materials, and the loss of qualified teachers (brain drain) due to poor remuneration. Thus, the impressive educational achievements of the past were steadily undermined.

From 1992 to 1997, assistance was provided under the UN Inter-Agency Humanitarian Programme for Iraq. UNESCO participated by assisting in the rehabilitation of schools and the provision of school furniture and educational materials. The UN intervention, however, proved inadequate to meet the huge needs of the country. To address the humanitarian needs of the country more fully, the UN Security Council, acting under Chapter VII of the United Nations Charter, established the 'Oil-For-Food' Programme. This programme was intended as a temporary measure to provide Iraq with the opportunity to sell oil to finance the purchase of humanitarian goods (including educational supplies) and various mandated United Nations activities in Iraq. Although the programme was established in April 1995, implementation started in December 1996, after the Memorandum of Understanding (MOU) between the UN and the Government of Iraq (GOI) was signed on 20 May 1996 (S/1996/356).

Under this arrangement Iraq was allowed to sell its oil, with proceeds placed in an escrow account (a 'holding' account managed by the UN) from which humanitarian

¹ Including some overage pupils.

supplies could be funded². The first Iraqi oil was exported under the Programme in December 1996 and the first shipments of aid arrived in March 1997. The Government of Iraq (GOI) was responsible for implementation in the 15 Governorates of the Centre and South, and the United Nations, on behalf of the Government, for implementation in the three Northern Governorates of Dahuk, Suleimanyah and Erbil. Under the terms of the Programme, the United Nations's role in the Centre/South was in the sole capacity of observation of the delivery of the goods.

1.2 EDUCATION UNDER THE “OIL FOR FOOD” PROGRAMME

1.2.1 Centre/South

Initially, the allocations for the education sector under the “Oil for Food” Programme were very limited -- only US\$12 million for each of the first three 6-month phases, up to June 1998. When the ceiling on oil sales was eventually increased and revenues expanded, the resulting allocations for the education sector rose considerably, e.g., US\$180 million in Phase VIII. The total accumulated allocation for educational supplies to the Centre/South up to phase VIII is US\$1.5 billion, education representing an aggregated average of 3.6% of all available resources. By March 2003, educational supplies worth roughly US\$489 million had been delivered. These imported commodities for use in the sector have alleviated some of the critical shortages of educational materials and furniture. However, with only 4% of the education allocations (US\$22.4 million) being spent on the rehabilitation of infrastructure, the condition of the majority of school buildings in the Centre/South deteriorated considerably.

In higher education, lack of renewal of programmes has been compounded by a shortage of scientific, technical and pedagogical equipment. The absence of spare parts for maintenance together with restrictions on imports under the sanctions regime (regarding articles with possible dual use for civilian and military applications) have seriously undermined the quality of higher education.

1.2.2 Northern Iraq

In the North of the country, where principally UNESCO³ together with UNICEF implemented the education component of the Programme, the condition of educational facilities has improved notably, learning/teaching materials have been supplied at all levels of education and access to education has increased. Progress has been facilitated through the availability of a 'cash component' for construction and local procurement, whereas in the Centre/South, didactic equipment and materials were provided only through international procurement. The programme has supplied textbooks, desks and furniture to

² Allocations of oil revenue: 72% to the humanitarian programme in Iraq (59% for the Centre and South and 13% for the three Northern Governorates); 25% to the Compensation Commission in Geneva, 2.2% to cover United Nations costs for administering the programme and 0.8% for the administration of the UN Monitoring and Inspection Commission (UNMOVIC). A special committee of the Security Council (the '661' Committee) oversaw all imports into Iraq. As the Programme was a temporary measure only (pending a decision by the Security Council that Iraq had fulfilled its obligations as listed in SCR 661), the Security Council Resolution authorized the Programme for an initial period of 180 days (six months), with each phase extension requiring a new resolution. In March 2003, the Programme was in its thirteenth phase (5 December 2002 to 3 June 2003) with total revenue for all phases estimated at \$61 billion.

³ UNESCO was directly responsible for secondary, technical/vocational and higher education.

schools, supported the training of teachers and school administrators, and provided transportation to and from school for students and teachers living in remote locations. In higher education, UNESCO contributed principally to rehabilitation of educational facilities, construction of new buildings, and provision of textbooks, laboratory equipment, reference books and periodicals. UN agencies have implemented projects worth US\$163 million throughout the education sector in the North.

1.3 PREPARING A STRATEGY FOR POST-CONFLICT RECONSTRUCTION

The situation analysis which follows presents an overview of the Iraqi educational system, including elements of its management, and identifies priorities and issues in each subsector. Given the difficulty in obtaining official data, and its often poor quality, an attempt has been made to assemble background statistics by drawing from a number of Iraqi and international sources.

The analysis does not reflect the damage caused by the conflict and looting in March/April 2003, since these data were not yet available. However, it is clear that the latest events will have compounded the years of deterioration of the educational system. Iraq's Ministries of Education and Higher Education will face the challenge of resumption of normal operations in the initial post-conflict phase and, subsequently, the gradual reconstruction and renewal of the entire education system nationwide. The task will be less daunting in the three Northern governorates where there was little damage to the physical infrastructure and the educational services could resume after a short period of interruption during the period of conflict.

Given the long history and practice of the state education authorities in Iraq and their delivery of education services, the process of rehabilitation and reconstruction will need to be based on this experience. It will need further to respond to the new political, social and economic needs of Iraqi society and the process of democratisation. The rationale for the renewal of the education system will be based on the analysis and overviews of the educational system as reflected in Section 2, and the priorities and issues in each sub-sector identified in Section 3. Section 4 provides an initial perspective on key tasks in the reconstruction and renewal of Iraq's educational system nationwide.

2 A BRIEF OVERVIEW OF THE IRAQI EDUCATIONAL SYSTEM

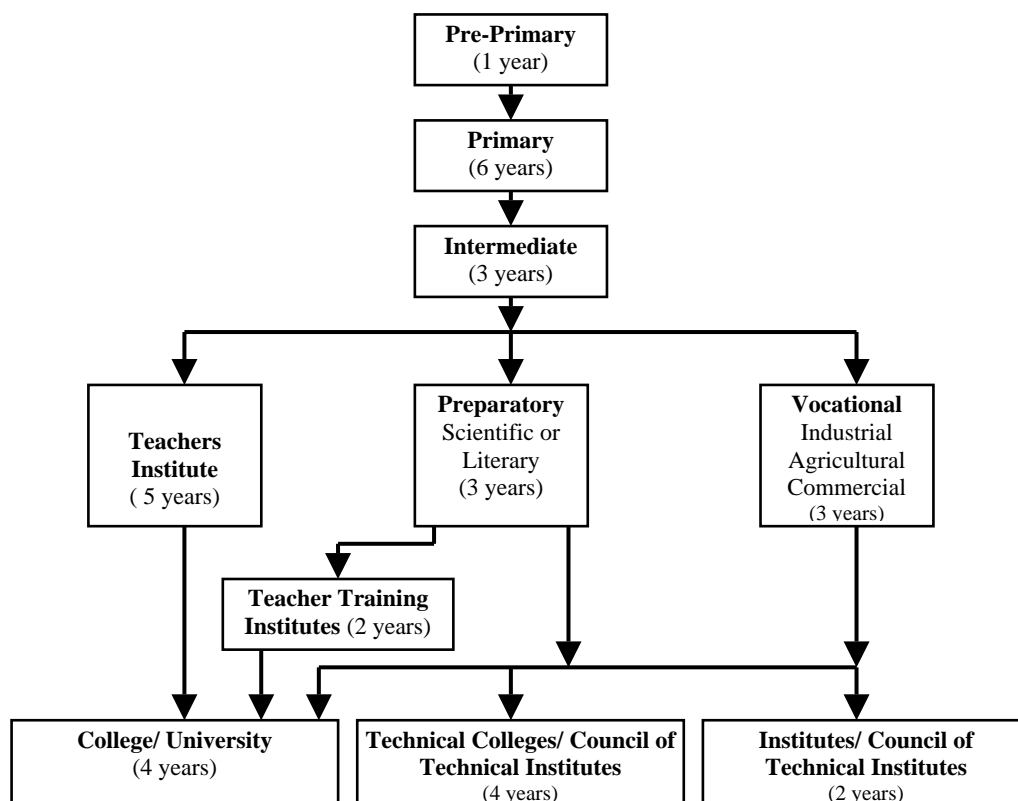
2.1 EDUCATION POLICY

The Provisional Constitution of 1970 declares that the state guarantees the right to free education at all levels -- primary, secondary and post-secondary, and university -- for all its citizens. Primary education is compulsory, and universal literacy is a key goal. Educational legislation over the years has ensured that the government is responsible for the initiation and supervision of educational policies, financing of education, development and implementation of educational programmes. Laws have been passed to promote educational quality and innovation, including the development of parent-teacher associations. [ref 15]

2.2 STRUCTURE OF THE EDUCATION SYSTEM

The formal educational cycle in Iraq is twelve years -- six years of compulsory, primary education (beginning at age six) followed by six years of secondary (three intermediate and three preparatory) (**Figure 1**). Students who complete the preparatory route and obtain minimum entry qualifications may proceed directly to university or the technical colleges, for a minimum of four years. Students have a choice to select teacher training (5 years) or vocational education (3 years) programmes after the intermediate level. Those who excel in their final examinations for these programmes may be admitted into colleges or universities to pursue higher degrees.

Figure 1 Structure of the Education System [ref 5]



2.3 ORGANIZATION AND MANAGEMENT

The administration and management of education in Iraq is highly centralized under two ministries, namely the Ministry of Education (MOE) and the Ministry of Higher Education and Scientific Research (MOHE). A similar structure is found in the three Northern governorates.

2.3.1 The Ministry of Education (MOE)

The MOE is responsible for the management and implementation of pre-school, primary and secondary education, the latter including teacher training, fine arts institutes, and technical/vocational education.

Decree 34 of 1998 laid out the structure and composition of the Ministry of Education, which includes the Minister's Office, the Offices of the Under- Secretaries, the Legislative Division, and 18 General Directorates of Education and institutes.

Figure 2 shows the structure of the Ministry of Education in Iraq. The central General Directorates and institutes are:

- General Directorate of Educational Planning
- General Directorate of Primary, Basic Education and Kindergarten
- General Directorate of Secondary Education
- General Directorate of Athletic Education
- General Directorate of Administration and Financial Affairs
- General Directorate of Curricula
- General Directorate of Educational Inspection and Supervision
- General Directorate of Evaluation and Examinations
- General Directorate of the Educational and Prerequisites Production
- General Directorate of Cultural Relations
- General Directorate of Teachers' Pre-Service and In-service Training
- General Directorate of Vocational Education
- General Directorate of Computers
- General Directorate of Educational Technologies
- Educational Training and Development Institute
- General Directorate of Kurdish Education
- Educational Researches and Studies Centre
- General Directorate of Night and Private Education

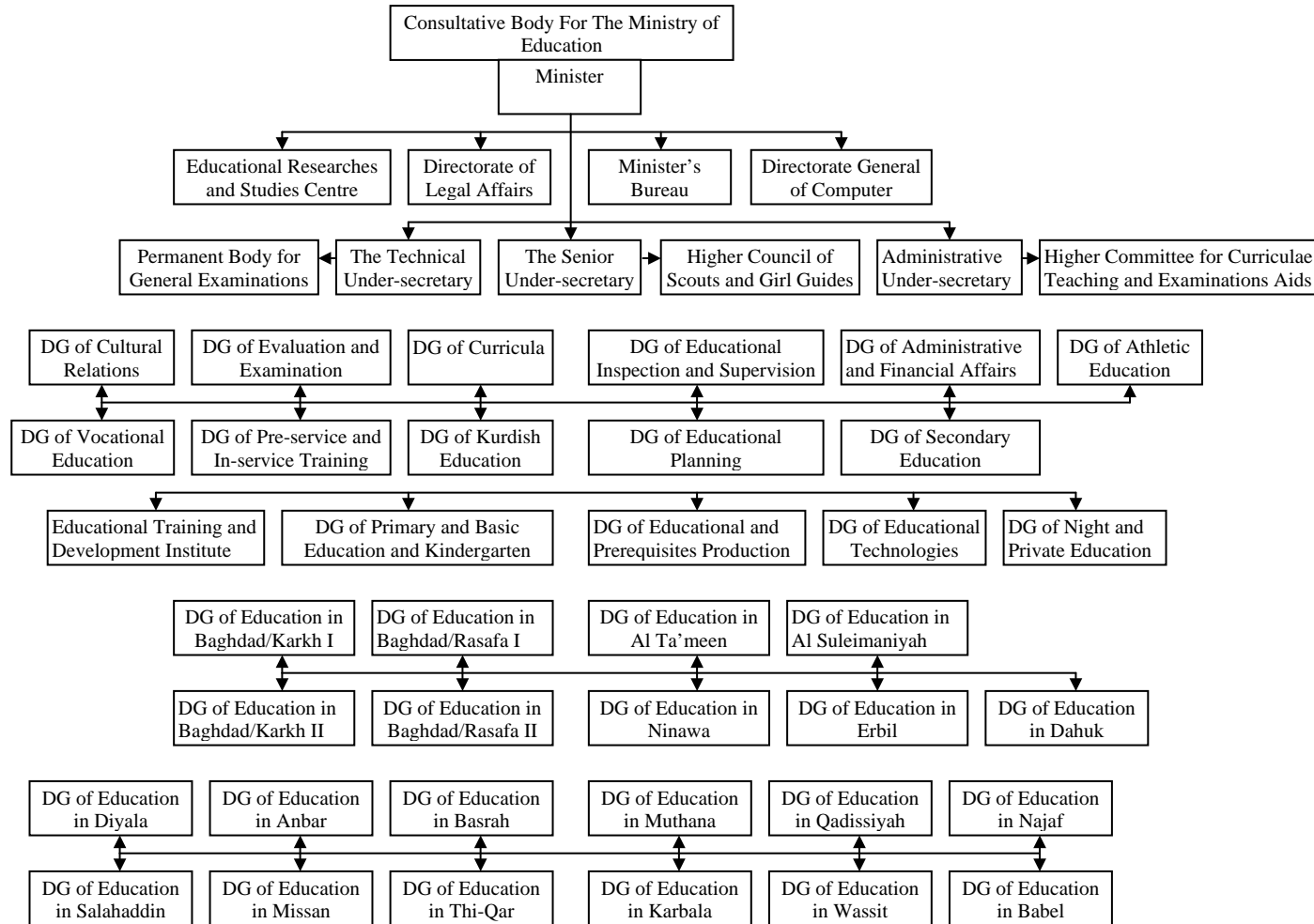
A number of the General Directorates described above have High Committees that handle both policy and implementation matters.

In addition to the 18 General Directorates and institutes at the central level, the Ministry of Education also has 21 Directorates of Education (one for each governorate, except for Baghdad which has four directorates). These Directorates serve as provincial offices and are chaired by a Director-General responsible for the implementation of education in the governorate. The directorates have technical and administrative departments similar to departments of the central Ministry. The departments are responsible for the implementation and follow-up of educational policies and educational plans, the recruitment and human resources management of teaching staff, the supervision of schools, the preparation of necessary school buildings, etc.

Each governorate is further subdivided into districts with their own responsible officer. Schools are administered by headmasters and assistant headmasters. Although the existence of parent-teachers associations is acknowledged, there is little evidence of their active participation in decision-making.

A similar structure applies for the three Northern governorates of Iraq. Because of the presence of two Kurdish political parties -- one controlling the Dahuk and Erbil governorates (Kurdistan Democratic Party: PDK) and the other controlling Suleimaniyah (Patriotic Union of Kurdistan: PUK)-- two separate 'ministries of education' administer primary and secondary education in Northern Iraq. Both these ministries have deputy ministers (this is not the case in Baghdad). These Kurdish 'ministries' were not recognized by the Government of Iraq.

Figure 2 Organizational Structure of the Ministry Of Education [ref 5]



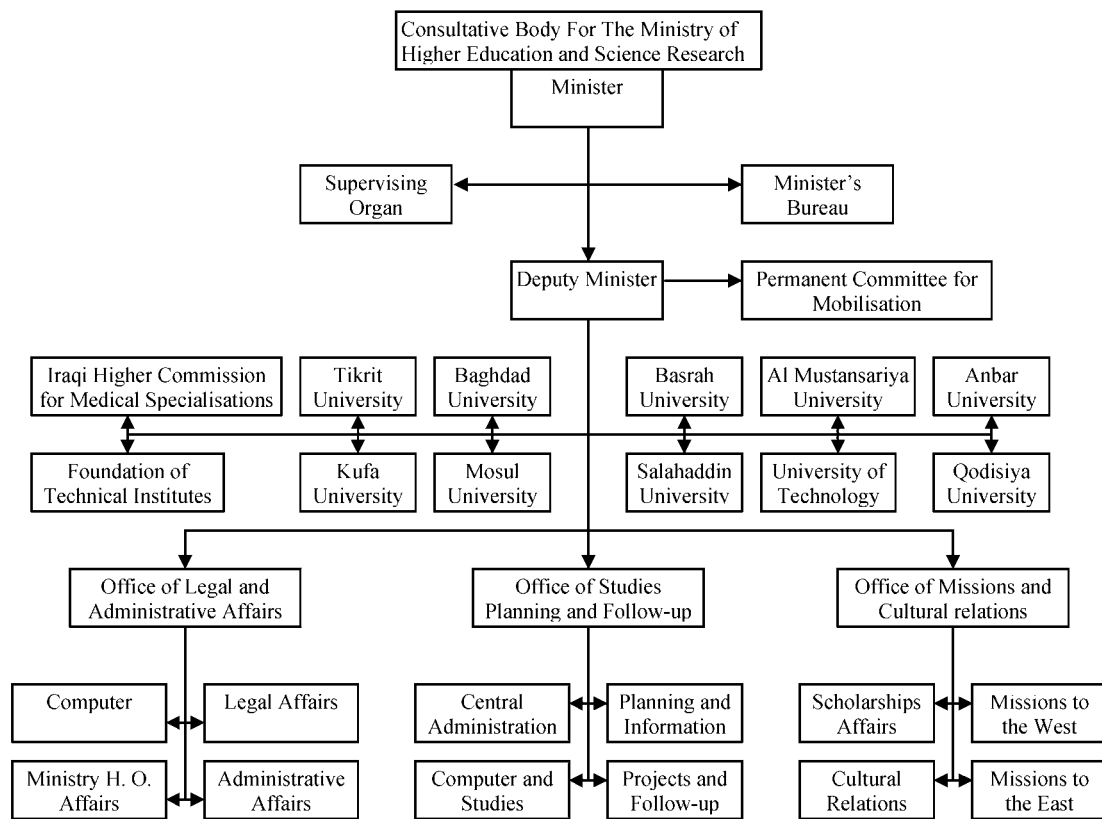
2.3.2 The Ministry of Higher Education and Scientific Research

The Iraqi Ministry of Higher Education and Scientific Research (MOHE) is responsible for the administration, planning, and management of higher education. Post-secondary education in Iraq comprises technical institutes, colleges, and universities that offer four to seven years of undergraduate study depending on the area of specialisation. Within this structure, the universities are semi-autonomous in most financial, technical, and administrative matters.

Figure 3 shows the organizational structure of the Ministry of Higher Education and Scientific Research.

A similar organizational arrangement applies to the Northern governorates. Once again, however, there are slight differences which stem from the political situation in the North. For example, Suleimaniyah governorate possesses a 'Ministry of Higher Education and Scientific Research', while Erbil and Dahuk governorates have a different entity, the 'Higher Education Council', which coordinates higher education programmes and answers to the 'Council of Ministers' based in Erbil⁴.

Figure 3 Organizational Structure Of The Ministry Of Higher Education And Scientific Research [ref 5]



Note: The above diagram does not include six of the universities in the Centre/South and two in the North.

⁴ All universities in Northern Iraq are run by university councils and their presidents. The universities and technical institutes are autonomous in matters pertaining to university research and postgraduate studies. Decisions on subjects to be studied, the employment of permanent staff, etc., are taken by the 'ministerial' bodies based on proposals provided by the universities. Although the universities prepare the financial budgets these have to be approved by their councils and respective 'ministries'.

2.4 CURRICULUM DEVELOPMENT

Ministerial documents state that 'designing and revising curricula constitutes one of the major priorities of the educational process, which aims at the learner's full development, with a view of assisting him in adapting to the social, economic, scientific and technical changes in modern societies. Designing curricula... depends upon the educational philosophy and objective'. The documents also highlight the importance of changing and adapting curricular contents in order to respond to issues such as respect for individual differences, fostering critical thinking, assimilation of new scientific knowledge and technical skills, etc. [ref 5] The curriculum aimed at inculcating secular values although some allowance was made for teaching of religion, catering to the various religious denominations (Muslims, Shiite and Sunni, Christians). Emphasis was put on the teaching of science and mathematics.

The Ministries of Education and Higher Education are responsible for curriculum development and implementation. Within the Ministry of Education, the High Committee for the Development of Curricula, Teaching Aids and Examinations is responsible for planning, designing, approving, and revising the curriculum. The committee also approves textbooks and teacher guides. This committee is composed of members from the directorates of education and various subject experts from Iraqi universities. Higher education institutions develop their academic programmes in consultation with the Ministry of Higher Education.

Toward the end of 2002, UNESCO established a multi-media resource centre housed at the UNDP headquarters in Baghdad. The centre has a collection of professional and technical materials and other learning/teaching resources. Educational materials were distributed to universities, technical colleges, teacher training institutes and some secondary schools. The centre was also intended to promote Information, Education and Communication (IEC) activities on relevant education topics and on UNESCO's global programmes, e.g., Culture of Peace, World Heritage in Young Hands, and Water and Environmental Issues. Further, it will support the development of non-formal education activities at the community level.

2.5 FINANCING OF EDUCATION

Traditionally, Iraq allocated generous resources to education, from 3% to 6% of the gross national product . In 1988/89, the budget for education (MOE and MOHE) amounted to 690 million Iraqi Dinars, or US\$2.2 billion [ref 22]⁵. The allocation between sub-sectors was 1% for pre-primary education, 47% for primary, 27% for secondary, 20% for tertiary education. It is difficult to estimate the real importance of these figures, in view of the changing exchange rates of

⁵ In an interview given in December 1998, the Iraqi minister of education declared that, before the Gulf War, the budget for education was about US\$500 million per year. This may have referred to schooling only and possibly recurrent costs.

Iraqi Dinars against the US\$. Furthermore, little or no financial data are available for the 1990s.

With the Oil for Food Programme starting in 1997, additional resources became available: some \$561 million of commodities arrived in the country for educational institutions and offices in the Centre/South by end-January 2003, and US \$163 million were spent on educational projects and supplies in Northern Iraq. However, as the Oil for Food Programme did not cover recurrent expenditures, teachers' salaries fell dramatically, from pre-war levels corresponding to some \$500 to \$1000 per month, to current values from \$5 to \$40 per month. This situation caused many teachers to leave the profession and placed severe constraints on activities such as teacher training and curriculum development.

In spite of these difficulties, education remained free at all levels – with small exceptions (for example, in the Centre/South, registration fees ranging from ID 2,000 (\$1) for primary school to ID 25,000 (\$12.5) at university level were introduced in September 2000, and some parents associations were asked to purchase limited educational supplies, such as chalk. [ref 13]

2.6 OVERVIEW

It could be argued that the high level of performance achieved by the Iraqi education system prior to the mid 1980's reflected an efficient administration and management. However, the system appears to have suffered tremendously from the successive wars and internal turbulence. The imposition of sanctions after 1990 exacerbated an already fragile situation and made the educational planning and implementation process that much more complicated. The shortage of qualified staff, lack of funds and equipment, and political as well as intellectual isolation of the country compounded the deterioration of the system. The UN was not able to assist in the process of educational reconstruction and development in the Centre/South, since its staff were present only in the capacity of observers.

In Northern Iraq, the overall situation was alleviated through the UN implementation of programmes, acting on behalf of the government of Iraq. The relevant UN agencies (principally UNESCO, UNICEF, Habitat, WHO) worked closely together. UNESCO in its capacity as lead agency for education promoted capacity building in the ministries. It provided training, equipment, computers, and furniture to schools and educational administrations; and supported in-service training to teachers and school managers. The Organisation also helped the local authorities with the collection of data and planning, to facilitate the rationalisation and management of educational resources. Further, UNESCO assisted the universities and the technical institutes to prepare their five-year strategic plans and two-year operational plans.

The rapidly evolving political context in Iraq will require the adaptation of the national and international response to the priority issues at sector-wide and sub-sectoral levels, as identified by the Iraqis themselves in the coming period, in the context of their vision of the future.

3 ISSUES AND PRIORITIES IN IRAQI EDUCATION

This section contains an overview of issues and priorities concerning access to and quality of educational services, at the level of the principal educational subsectors: pre-primary education; primary education; secondary education (intermediate and preparatory); technical and vocational education; teacher training; non-formal education; and higher education. On the basis of availability of information, particular attention is given to enrolment levels, internal efficiency, the teaching force, curriculum, textbooks and other educational materials, school buildings and infrastructure. Concluding remarks focus on priorities for the renewal of each subsector.

3.1 PRE-PRIMARY EDUCATION

Pre-schools or kindergartens cater to children aged 4 to 5 years. A total of 68,377 children were enrolled at this level in 2001/02 (with practically an equal number of male and female children), down from 79,006 in 1991/92. The Gross Enrolment Ratio (total enrolment compared to population aged 4 and 5 years) hovered around 7% during this period. [ref 13, 20] The number of kindergartens dropped from 580 to 566. [ref 20]

In 1977, a children's television programme called *Simsim* (sesame) was introduced to provide support for early childhood development, along the lines of the American programme *Sesame Street*. Iraq has continued to develop early-childhood educational television programmes. [ref 13]

3.2 PRIMARY EDUCATION

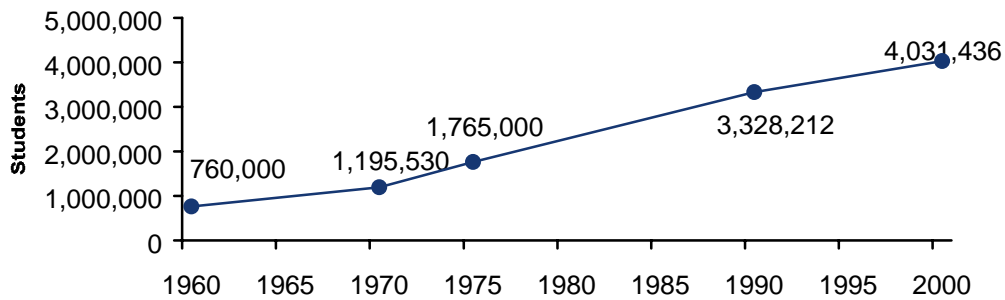
Table 1 Students and teachers in primary schools, 2000/2001

	Pupils					Teachers	Schools
	Total	Male	M%	Female	F%		
Centre/South	3,385,138	1,888,907	55.8	1,496,231	44.2	158,468	8,749
North	646,208	366,227	56.6	279,981	43.4	32,182	2,960
Country wide	4,031,346	2,255,134	55.94	1,776,212	44.06	190,650	11,709

3.2.1 Enrolment

In the last 40 years enrolment figures in primary education have increased steadily, to a total of 4,031,138 students in 2000/2001, including 3,385,138 students (44.2% female) in Centre/South and 646,208 (43.4% female) in the Northern governorates (Table 1)

Figure 4 Number of pupils enrolled in primary education, 1960-2000



Due to adverse economic conditions, enrolment in primary schools in the Centre/South of Iraq did not keep up with population growth during the 1990s (Figure 5). In Northern Iraq, there were many difficulties in the early 1990s due to population displacement, the use of certain schools as hostels, economic difficulties, etc. Since 1995, the political environment has become more stable in the Northern governorates, and enrolment has increased over 50% (Figure 6). During the 1990s, the proportion of girls among primary school students has stayed fairly constant at about 44% in the Centre/South and has risen from 42% to 44% in the North [ref 20, 31].

Figure 5 Enrolment in primary education, 1991-2000, Centre/South

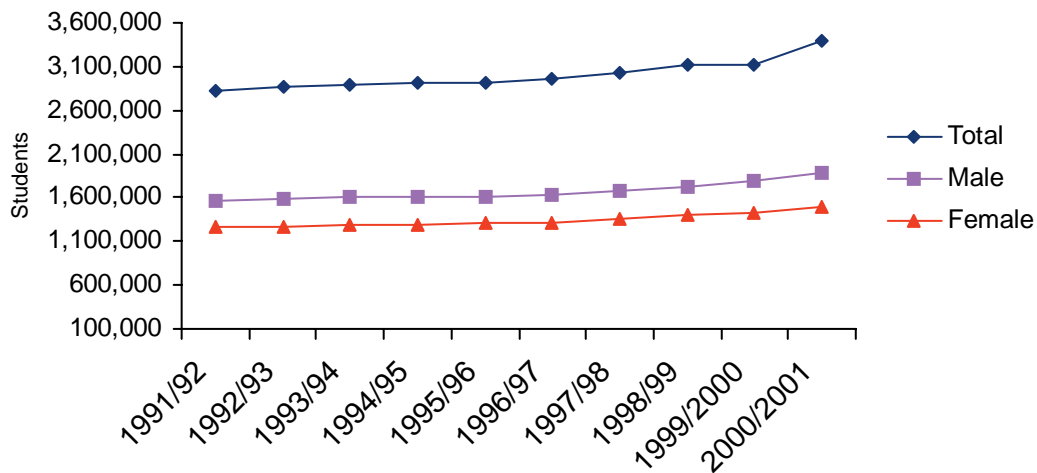
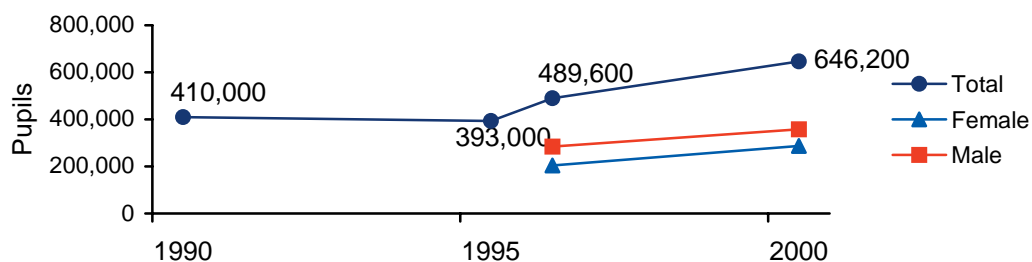


Figure 6 Enrolment in primary education in Northern Iraq



3.2.2 Declining levels of participation in primary schooling

During the 1990s, harsh economic conditions have meant that some of the poorer families did not send their children to school or that children dropped out of school at an early stage. Unmotivated teachers and the lack of textbooks and teaching/learning materials, not to mention the weak teacher-parent dialogue and contact have compounded the gloomy attendance and participation picture. This is reflected in the rising numbers of children begging in the streets or shining shoes and selling paper towels to passing cars, trying to earn a living.

A sample survey conducted in the year 2000 showed that only 76.3% of children aged 6 to 11 were reported to be attending primary school, and that 23.7% were out of school. Some 31.2% of girls in this age group were out of school as compared to 17.5% of boys. The situation was worse in rural areas, where 50.8% of girls were reported to be out of school, along with 27.9% of boys. The gender gap was less pronounced in urban areas, with 20% of girls and 12.6% of boys out of school [ref 36].

“I am responsible for cooking and cleaning. My daughters help me, but this is not for boys, they are in schools.” Mother of six children, three girls and three boys, Basra, 26.01.03 [ref 37]

It is difficult to compare the data from this survey with trends based on enrolment and population data, since the methodologies are different. The Gross Enrolment Ratio (GER), based on reported school enrolments and estimated demographic data for the age group 6 to 11, gives a broad picture of participation levels. The GER for the Centre/South stood at 102-103% in 1999/2000, down from 108% in 1990/1991 [ref 6, 16, 27]⁶. The Net Enrolment Ratio, based on reported school enrolment of children aged 6 to 11 in relation to the whole age group, was calculated to be 92% in 1991/92 and 93% in 1999/2000 [ref 27].

Gender disparities have persisted. The percentage of boys enrolled in primary school in 2000/01 exceeds the percentage of girls by 11.6% in the Centre/South, 13.2% in the North, and 11.9% countrywide (Table 1). This is the same value as in 1988/89.

Data on grade one enrolments may help clarify how many children actually begin the process of schooling. In the Centre/South, statistics are available for the number of new entrants among the grade one students. In 1997/1998, the number of students of all ages (5-10 years) enrolled in grade one was 556,337, of which 484,793 were aged 5-6 years (87%). The Gross Intake Ratio countrywide (grade one enrolment as a proportion of all six-year olds) was 111.6%, while the Net Intake Ratio (intake of children aged six as a proportion of enrolled children aged six) was estimated at 95%. The highest Gross Intake Ratios were in Baghdad (145.2%) and in Basra (119.6%), and the lowest in Muthanna (82.6%). [ref 16]

⁶ GER is the ratio of enrolment in primary school to the population in the official age group for the level of schooling (here, primary). The Net Enrolment Ratio is the ratio of the enrolment of children in the official age group, to the population in the official age group for this level of schooling.

A visit to a primary school

An Iraqi colleague had shown me a photo of a primary school, somewhere in the countryside, taken in '98 or '99. Under a shelter made by palm leaves and supported by wood pillars, a group of children was sitting on bins, with notebooks on their knees, in front of a teacher who was explaining something on an improvised blackboard. Nothing of what is specific to a school could be seen there, excepting the big smiles of the children, stimulated maybe by the joy of being snapped – clearly, not a daily opportunity in such a place. The recollection of that photo made me very curious when I heard that I shall have my first visit in a primary school. This was in Mosul, in April 2002.

The school building was not new – it had been constructed in the '50s, therefore under “l'ancien régime”, but it was still in good condition. We entered a classroom of first grade pupils – several UNESCO observers and the official escort, from the Ministry of Education. The reception – cordial, as usual: the teacher welcomed us and asked the children to stand up. The children stood up with the ardour of their age and, synchronously, the 30 voices joined together in the enthusiastic declamation of a long formula. I was touched by the pure, serene and joyful look of the 30 pairs of eyes. “What are they saying?” – I asked the escort. “First of all, they wished long life to the President Saddam Hussain. Then, they said for you the traditional greeting: the peace of God be with you, the blessing of God be with you.”

The children sat down and the teacher asked them to show us what they had drawn – we had entered during a drawing class. Proud displays followed: white sheets where coloured pencils had imprinted the images endeared in the infancy: flowers, the sun, palms, and smiling matchsticks – probably, the Mother. Every child was eager to explain; all of them seemed relaxed and dynamic.

We were looking at the furniture, decent, if not new. The teacher explained that these were older desks, repaired in the workshop, here in Mosul. The children seemed comfortable in the two-seat desks. What was new, and indeed of very good quality, explained the teacher, was the laboratory equipment for sciences. But it would be used in the next grades.

Monitoring visit to a school in Mosul, by a UNESCO observer, 2002

3.2.3 Weak internal efficiency

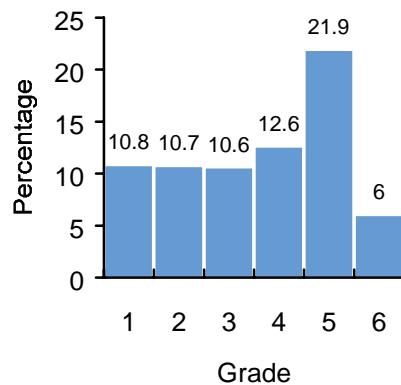
Among possible indicators of student performance in primary schools, the number of students who are obliged to repeat an entire school year (repetition rate) and the number of students dropping out of school altogether, stand out as the most serious benchmarks crying out for improvement in the system.

The level of repetition was high in Iraq, even before the Gulf War: 16.2% on average in the school year 1990/91. Most students in the Centre/South were promoted in the following school year (1991/92), to compensate for the effects of the war, but thereafter repetition rates stabilised at a high level of about 19% [ref 30]. Repetition rates are higher for boys than for girls (this is true also at higher

levels of education). In 1999/2000, the repetition rates in lower primary classes were about 10%, but a higher value was recorded in grade 5, where more than a quarter of the number of boys and about a fifth of girls repeated the year (Figure 7). This grade appears to have been important in deciding the school career of the students, given the selection process taking place in grade 6, at the end of the primary cycle.

The levels of repetition may be attributed to various factors: the loss of trained teachers from the profession; the poor condition of schools; the shortage of textbooks and other education materials; the socio-economic conditions of students (many students have to work after school hours to supplement the family income, making it difficult for them to keep up with their studies). Clearly, high levels of repetition reflect a mismatch between the aims of the school programmes and the achievements of the students. Students repeating a grade occupy places and consume resources that could have been utilised by other students. Further, these high repetition figures point to a general failure of the education system to care for the most vulnerable bracket of youngsters: those aged 6 to 11.

Figure 7 Repetition Rates By Grade In Primary Education, Centre/South, 1999/2000 [ref 27]



The Ministry of Education publishes figures for the numbers of children dropping out of school. From a value of 1.6% in 1978/1979, the dropout rates given for primary education increased to an average of 2.5% over the period 1992-1999. [ref 31] However, these figures are quite low and do not account for the fall in enrolment between the different grades. They appear to reflect dropouts during the school year rather than between one school year and the next one. Dropouts for girls are higher than those for boys.

The extent of real (between-school-years) dropout may be indicated by the enrolment figures in successive grades. In 2000/2001 the number of children in the 6th class was only 45% of the number of children in the first class. [ref 20] The figures in Table 2 suggest a filtering role of grades 5 and 6, whereby only the more successful students are admitted to grade 6, to prepare for the primary school leaving examination. Of course, these comparisons are not entirely valid as these classes are not from the same cohort. The picture may differ, too, from school to school and

from grade to grade in different schools. At best, these figures may be indicative of a problem for which no solid figures are available.⁷

Table 2 **Number Of Primary School Pupils By Grade And Sex, 2000/2001 (Centre/South) [ref 20]**

	Male	Male (%)	Female	Female (%)	Total
Grade 1	398567	54,5	332722	45,5	731289
Grade 2	349849	55,1	285400	44,9	635249
Grade 3	323280	55,6	258639	44,4	581919
Grade 4	309114	56,4	239090	43,6	548204
Grade 5	320713	57,4	238051	42,6	558764
Grade 6	187012	56,7	142701	43,3	329713

3.2.4 Decline in teacher quality

Professional teacher training takes place in Teacher Training Institutes, which replaced the earlier Teacher Schools. Before 1990, there was a steady increase in the numbers of qualified teachers, to cope with the increase in primary school enrolment.

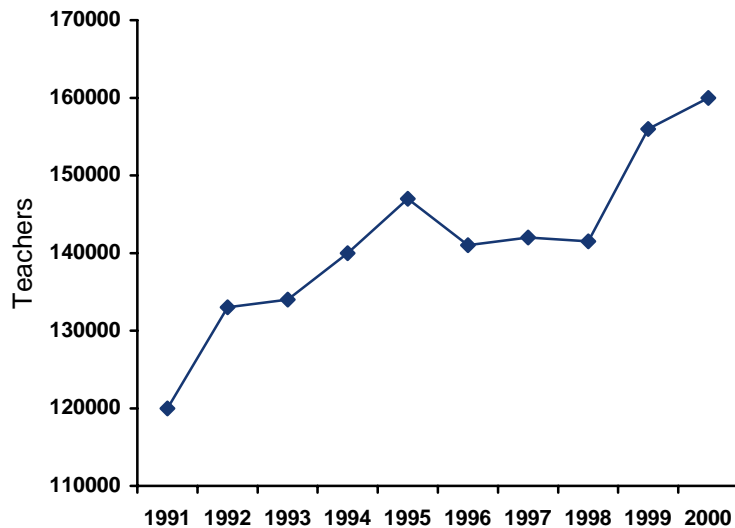
After the Gulf War, the Ministry's efforts to build a well trained teaching force became less successful. Teachers' salaries decreased dramatically to around \$5-10 per month, which represented only a small percentage of the pre-war salaries. Many qualified teachers left the system, looking for better paid jobs. Some became taxi drivers or entered in the commercial sector. Some took on part-time work to supplement the teacher's salary. Teachers were discouraged further by their diminished access to professional development resources (periodicals, reference books etc) and teaching aids, as well as the minimal opportunities for in-service professional training.

The loss of a number of well-qualified, senior teachers was compensated by the appointment of less qualified personnel. Thus, the number of teachers continued to rise at the previous rate for a few years to a peak of 145,455 in 1995/1996, then fell before resuming its increase in 1999/2000, because of these compensatory measures (Figure 8). According to sources from the Ministry, teacher turnover increased about fivefold from the late 1980s (2.1% in 1987/88) to the late 1990s (12.1% in 1997/98, 10.1% in 1998/99) [ref 30]. But the most dramatic loss was not so much in terms of the numbers of qualified teachers, but in terms of their vastly diminished access to all manner of resources (for example, periodicals, reference books, multimedia resources) as well as the almost complete absence of in-service professional development.

⁷ The coefficient of efficiency summarises the internal efficiency of the system. It is defined as the ratio of ideal student-years required for a student cohort to complete a particular educational stage to the actual number of student-years spent on producing that particular group of graduates. The coefficient of efficiency for a cohort who graduated from primary school in 1991/1992 was quite low, about 0.67-0.68, with a total of 8.9 pupil-years required for a graduated student in a given cohort to complete the education cycle, instead of 6. This means a waste of resources for the system. The coefficients of efficiency steadily decreased, from 0.69 for the cohort in the early '90s to 0.65 in early 2000s. Its value is higher for girls than for boys [30].

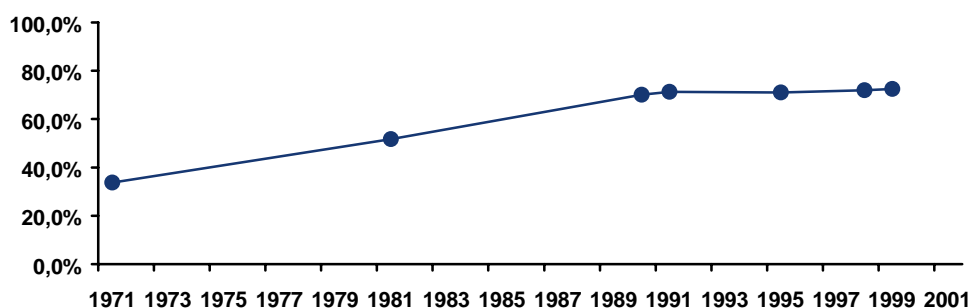
In terms of their qualifications, according to the last available statistics (for 1998/99), most teachers in the Centre/South are graduates of Teacher Training Institutes (42.1%) and of the earlier Teachers' Schools (30.1%). Some 17.7% are graduates of secondary schools with only a one-year pre-service training; another 1.1% are graduates of secondary schools, with a 3-6 month pre-service training; and 2.9% are graduates of vocational schools, without any additional training. Some 4% are qualified at university level [ref 30].

Figure 8 Number of primary school teachers, Centre/South, 1991 – 2000 [ref 20]



Partly because of the urge for male teachers to seek other or supplementary income sources, partly also because of other factors, such as the war with Iran, labour market conditions, and a policy of empowerment of women⁸, a major trend over recent decades has been the feminisation of the teaching profession. The percentage of female teachers at primary school level increased from 33.7% in 1971 to 70.1% in 1990/91 in the Centre/South of Iraq (there was a further increase to 72.5% by 1999/2000) (Figure 9).

Figure 9 Percentage of women teachers in primary schools

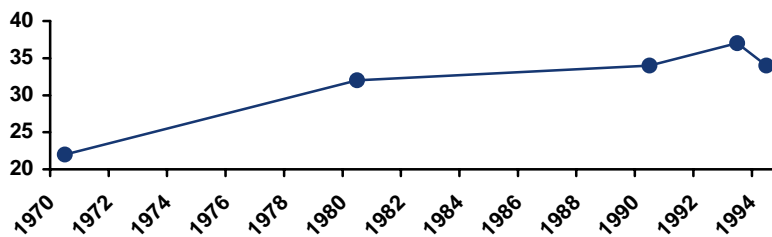


⁸ Iraq has the highest “gender empowerment measure”(a parameter indicating the participation of women in economic, professional and political activities) among all Arab states, being at the level of Latin America and Caribbean states.[24]

The student-teacher ratio was 21 in 1999/2000 in the Centre/South, down from 28 in 1980/81 and 25 in 1991/1991) [ref 13, 22, 24]. In the Northern governorates, the student-teacher ratio has decreased from 22 in 1996/97 to 20 in 2000/01.[ref 31]. A more relevant statistic in terms of the quality of the teaching/learning environment is the average number of pupils per class.

Class sizes reflect these relatively favourable student/teacher ratios, and vary with the location of the school (urban or rural), with an average of between 30 and 40 students. Crowded schools in urban areas may reach as many as 50 students in a class while classes in rural areas may sometimes have as few as 7 students. According to Ministry sources [ref 4], just after the Gulf War, some schools were obliged to accommodate about ten times more pupils than their normal capacity and class sizes increased as a result (Figure 10).

Figure 10 Number of students per class in primary schools⁹



3.2.5 Curriculum

The curriculum outline for the primary stage is presented in Table A 13. It includes Islamic education, Arabic language and calligraphy, mathematics, science, art education, physical education and music. In rural schools, two class periods are allotted to agricultural education. In grades one to three, students take a total of 32 classes, while students in grades four through six take 34 classes. Christianity is taught two class periods a week in schools where the majority of students are Christian. Class periods in primary and secondary schools have a duration of 40 minutes. Extracurricular programmes are arranged at school level for activities such as art, athletics etc.[ref 5, 16]

In the Centre/South, all subjects are taught in Arabic, with the exception of some few schools for minorities, where a very limited use of mother tongue (Chaldean/Assirian or Armenian) is still allowed. In the North, school classes are now taught mainly in Kurdish, with the exception of Islamic education and Arabic language.

Students sit for two examinations per year, mid-year exams in mid January and final exams at the end of May. Those who fail have a chance to resit exams in September. Success in these examinations is a condition for being promoted in the next class. National Examinations are held for students in grade 6, leading to a Primary School Baccalaureate or Certificate of Primary Studies.

⁹ Data after 1990 refer to Centre/South.

School examinations are set by the Ministry of Education in Baghdad for the Centre/South, and by the respective education authorities in the Northern governorates.

Programmes were developed during the 1980s to address the needs of learners with special needs such as the handicapped and the gifted. These programmes have suffered from financial constraints during the 1990s, including the discontinuation of in-service training activities. They will need to be revived and developed in the coming years.

3.2.6 Shortage of textbooks and other learning materials

After the Gulf War, there was an acute shortage of school desks, chalkboards, furniture for teachers, as well as all kinds of educational materials and laboratory equipment [ref 31]. Moreover, due to the restrictive economic conditions of the 1990s, it was more difficult for the government to provide textbooks and educational materials (e.g.: stationery, notebooks, pencils, geometric sets) than in the past.

As of 2002, the Ministry could provide only about 25% of the textbooks needed in primary and secondary schools (see box). Another 25% were printed in Jordan, and 50% of the needs were met by re-using books used by students in the previous year. According to the Minister of Education, one textbook was shared by several students.

The printing press of the Ministry of Education (Baghdad)

Prior to the sanctions regime, the production of textbooks and reference materials – which was and still is the government’s responsibility – was carried out by three printing facilities, two in Baghdad and one in Erbil. After 1991, only one functional printing press remained under the control of Ministry of Education. Confronted with difficulties in importing machinery, spare parts, and basic consumables, the production of textbooks gradually slowed down to 5% of its original capacity by 1998.

Under Phase V of the Oil for Food Programme (Security Council Resolution 1210 dated 24 November 1998), the Ministry ordered equipment and supplies worth US\$107 million for the printing plant, but by September 2002 only US\$24 million worth of supplies had arrived in the country. The new contract processing rules of the SCR1409 enabled the import of some additional equipment. However, with most of the vital machinery missing, it was not possible to modernise the printing press as intended and production was increased to about 10% of its original level (with some funding from UNICEF).

In order to meet the acute shortage of textbooks, the Ministry brokered a barter agreement with several private printing presses in 1998, whereby the Ministry would provide certain inputs (such as paper and ink provided by UNESCO under the Oil for Food Programme), and would receive finished textbooks. Towards the end of March 2002, approximately 17.5% of all textbooks required by primary and secondary schools were obtained in this way.

In the North, the situation regarding textbooks was even more complicated, not least due to the political sensitivity regarding their content. Some textbooks in Kurdish have been locally produced in recent years, to supplement books, mainly in Arabic, from Baghdad. [ref 31] UNESCO has provided textbooks under the Oil for Food Programme, some produced in Baghdad and the rest being imported directly from Amman.

In terms of other educational materials, the Ministry of Education traditionally provided many types of teaching aids, materials, and equipment to schools: maps, wall charts, cassette tapes, videocassettes, flashcards for language learning, transparencies, slides, graphs, equipment for science and language laboratories. In recent years, most of these materials became rare and impossible to come by. Limited supplies were imported under the Oil for Food Programme, including some equipment for teaching science in primary schools. Given the political sensitivity of materials such as geographical maps, shortages were partly due to the long negotiations with the government needed to secure their approval.

Limited quantities of chalk sticks are produced in the country, meeting about 10% of needs. Most supplies are imported. Due to the problems faced by chalk factories in the Centre/South, the Ministry can no longer provide schools with their needs. In recent years, the parents associations have contributed funds to meet the schools' needs for chalk. In Northern Iraq, another chalk factory, established under the Oil for Food Programme and administered by UNESCO, pilot-tested the production of its chalk in October 2002. Despite lingering questions over missing pieces of the machinery and the resulting quality problems with the chalk due to lack of raw materials, over one million chalk sticks were produced at a reasonable cost (US\$0.08/stick).¹⁰

Chalk supply in Centre/South of Iraq

Before the Gulf War, the Ministry of Education was solely responsible for providing chalk to schools and imported an estimated 100 million chalk sticks per year.

In 1989 the Ministry established a chalk factory that began operating in 1993. Despite many difficulties – lack of funds to procure raw materials and spare parts, shortage of skilled workers, etc – the factory is still working and produced approximately 12 million chalk sticks in 2002. This means local production is about 90 million chalk sticks short of total needs per year (about 50 million for primary education).

¹⁰ Besides the technical problems, there are political and legal issues regarding future ownership of the factory.

Under Phase V of the Oil for Food Programme (1998), the Ministry ordered two new chalk factories. Each of them was designed to produce 150 million chalk bars per year. By April 2001, only 43% of the components of these factories had arrived in Iraq. By May 2002, the Ministry had built factories in Anbar and Ninewah. Meantime, the Government of Iraq had requested that the supplier honour contractual obligations – with no result. Finally, in June 2002, the Ministry decided to take steps to put the available equipment to use. The Technical College in Baghdad was contracted to install the equipment and offer any necessary support. By the end of 2002, it appeared that the installation of the chalk factories was progressing successfully.

3.2.7 Deterioration of school buildings and infrastructure

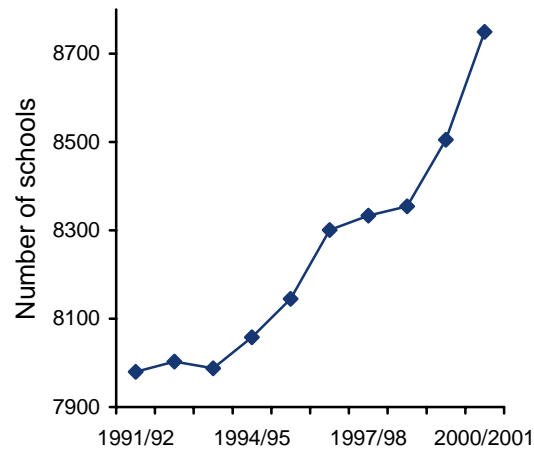
One of the major constraints to access to primary education is related to the availability of an adequate number of school buildings and the physical state and maintenance of this infrastructure.

There were 11,709 primary schools in Iraq in 2000/01; 8,749 in the Centre/South and 2,960 in the North. There are acute accommodation problems, which have been exacerbated following damage and destruction inflicted during the Gulf War and the subsequent civil unrest. Part of the problem lies in an insufficient number of schools; in part, the problem is the lack of maintenance and need for rehabilitation.

Some schools have been functioning in rented buildings and many schools still operate on the basis of double and triple shifts. The policy of the Ministry was to reduce the proportion of rented buildings and, as a result, their number decreased from 407 in 1979/80 to 153 in 1997/98 [ref 16]. The Ministry also attempted to reduce the number of schools which share the same building (i.e. in double or triple shifts) and to provide a separate building for each school. According to the latest data at hand (1997/98), the number of single schools in the Centre/South reached 6,284 or 83% of the total number of schools; the number of double-shift schools (two schools sharing one building on a shift basis) was 1231, or 16.3%; and the number of triple-shift schools was 57, or 0.7%, an improvement on previous years. In the North, the situation is worse. For example, in Suleimaniyah governorate, 40.3% of primary schools operate in a context of double shifts [ref 31]. The problem becomes more complex when a school building houses a primary and secondary school in different shifts and, as a result, spaces and desks designed for 6-11 year olds may be used by 12-17 year olds or vice versa.

The number of schools rose during the period of the first UN humanitarian intervention (1994-1996), and after the introduction of the Oil for Food Programme (see Figure 11 for the Centre/South). But despite this increase, the conditions are still far from satisfactory in terms of international norms and standards.

Figure 11 **Number of schools in Centre/South, 1991/2001**



The other problem relates to the lack of maintenance and the need for rehabilitation of buildings. For example, many schools do not meet minimal hygiene and sanitation criteria. [ref 11] (see box).

Hygiene and sanitation in primary schools, 2002

Pupils spend an average of five hours a day in schools, an environment where communicable diseases can easily spread, especially among children and then to the community -- if proper hygiene and sanitation is not maintained. Good hygiene practices are essential.

Out of the 473 primary schools visited by UN observers in the Centre/South, 90% were connected to city water networks, 1% used water tankers, and 9% had no water at all. However, only 32% were reported as having a satisfactory water supply, whilst 37% were reported to have leaking pipes or broken taps. About 31% of primary schools experienced a severe shortage of drinking water due to the deterioration of school plumbing and to frequent interruptions of the external water supply. In addition, 52% of toilets did not meet the basic standards of hygiene, due to clogged pipes, broken taps, and the lack of hand-washing basins.

Only 26% of the schools visited had garbage collection bins in their compound. In the remaining schools, garbage was observed scattered around corridors and across the compound. Despite the improved refuse collection in municipalities, observers noted the presence of large mounds of garbage outside the schools, presumably left there by neighbouring households. The absence of school janitors was widely reported.[ref 11]

According to statistics compiled by the Ministry of Education, only 36% of the 10,458 school buildings in the Centre/South were in good condition in 1999/2000, while 57% (5,940) needed maintenance and rehabilitation, and 7% (707) were in need of replacement. [ref 30]

Between 1991 and 1996, the UN Inter-Agency Humanitarian Programme supported the rehabilitation of the education infrastructure in all of Iraq. For example, UNESCO supported the rehabilitation of 3,698 classrooms in 478 schools with funds received from the UN Department of Humanitarian Affairs (\$2.2 million) and inputs by the Iraqi authorities [ref 31, 3]. The subsequent Oil for Food Programme contributed to this rehabilitation effort. In addition, the Ministry of Education constructed new schools, - announcing, for example, in September 2002 that 40 schools had been opened in Qadisya governorate.

In the North, the condition of schools has improved notably during the last 5 years. As of December 1996, it was reported that 'large numbers of school buildings were destroyed or were partially damaged ... school buildings, classroom doors, windows and walls need replacement, repairs and painting'. [ref 31] Subsequently, 1144 primary schools were renovated or built under the Oil for Food Programme, at a cost of about \$21 million, and 130 are under construction. However, the average budget spent for the rehabilitation of each school was about \$18,000 which is sufficient only for minor repairs and maintenance.

The UNESCO independent technical evaluation mission noted in 2001 that "although there are still a few schools under tents and important needs for rehabilitation or construction of schools, especially in the resettlement areas, in some poor city quarters and in some remote rural areas, the conditions are generally much better". [ref 31] Out of eight primary schools visited by the Mission, five were in good condition, even the one in a poor rural area, two were in bad condition and the last one was overcrowded.

3.2.8 Issues

It should be pointed out that Iraq was fully committed to achieving Education for All (EFA), and prepared a comprehensive assessment report for the Arab Regional Conference on Education for All, Cairo, 24-27 January, 2000, and the World Education Forum on Education for All, Dakar, 26-28 April, 2000.

Based on the preceding brief overview of Iraqi primary education, as well as the Iraqi report, the following issues stand out as priorities for Iraqi primary education:

Ensuring the right to education

The right to education has been undermined in the last decade, as indicated by the stagnation in enrolment rates and the weak internal efficiency of the system, due to limited budget for recurrent expenditure. This has meant that schools could not supply textbooks and educational materials, as had been the case previously. Schools are understaffed because qualified teachers left the profession due to a massive reduction in the purchasing power of their salaries. The budget for maintenance and rehabilitation of infrastructure was insufficient. In addition, the difficult economic situation rendered many families incapable of meeting the direct and indirect costs of schooling, leading to the withdrawal of children from school, especially girls.

It will be important in the rehabilitation and reconstruction process to ensure that these trends are reversed, through the provision of teaching-learning materials, regular and adequate payments to teachers, in-service teacher training, professional development opportunities and resources for teachers, and rehabilitation of infrastructure, to provide a safe and stimulating environment for study. This will require an adequate operational budget for the education authorities. A campaign to promote the education of girls is also needed, including the sensitisation of parent-teacher associations to this issue.

Addressing terms of service, remuneration and qualifications of teachers

At present teachers supplement their minimal salaries by providing private tuition and finding other sources of income. Many of the best teachers have left the profession. Teacher remuneration should be restored to a level that enables teachers to support their families and meet their financial obligations.

Many teachers currently use the lecture and rote learning approach. A sustained programme of professional development and training is needed to introduce the ideas and methods of participatory, child-centred approaches to education, and to sensitise teachers to the psycho-social needs of students affected by conflict. The curriculum changes envisaged in the coming years will require extensive in-service training as well as lifelong learning to support the professional development of serving teachers. The Open Education College could be of value in this connection.

Rehabilitation of school buildings

For primary schools, rehabilitation means not only to improve the general condition of buildings, but also to assure a decent standard of hygiene and sanitation. This is not an easy task, because the sewage system in the country is severely damaged, and access to clean water is still a problem in many places. Given the deteriorated condition of buildings before March 2003, and subsequent damage and looting, there should be a systematic survey of the condition of all school premises, to provide the basis for phased rehabilitation and reconstruction activities.

The first task is to ensure safety, weather-proofing and functionality as a matter of priority. Thereafter, a systematic programme for infrastructure improvement should be initiated, following international norms and standards for classroom space, facilities, lighting and ventilation appropriate to the region as promoted by UNESCO. The danger of uncoordinated construction of new facilities with undersized classrooms should be avoided, both through training of the concerned Ministry staff and through the application of appropriate guidelines and regulations.

Renewal of curricula and textbooks

The revision of curricula and textbook content will require a phased approach. An immediate task is to review the content of textbooks to remove politically sensitive material and, if possible, to update their content. A parallel task is to work with Iraqi educators to develop an understanding of modern trends in curriculum development, and support the development of a curriculum framework to meet the needs of the twenty-first century. Textbook writers need to be exposed to modern subject matter content and teaching methodology, so that they can begin the phased development of a new generation of textbooks. The basic principles of a culture of peace, tolerance and human rights, as well as environmental sustainability and skills-based health education, should be incorporated in the messages conveyed to the new generation.

Improvement of educational management and information services

The Ministry of Education and the administrative services have long experience and have functioned in difficult circumstances. However, the staff will be need to be retrained and initiated to modern technologies of management and use of information technology, after a period of isolation of almost two decades. Greater emphasis will have to be put on the provision of reliable data and its use in policy and decision-making. In this perspective, a national school mapping exercise will help to determine the efficient use of resources and to ensure that the right to education is effectively addressed. Capacity building of national staff should feature as a major priority to achieve the various development objectives.

3.3 SECONDARY EDUCATION (INTERMEDIATE AND PREPARATORY)

Secondary education has two cycles each lasting three years. The first three years comprise the intermediate cycle, leading to the Third Form Baccalaureate and the next three the preparatory cycle, leading to the Sixth Form Baccalaureate. In Iraq, some schools operate only at the intermediate level, requiring students to continue the preparatory level at a different school. However, most schools cover both the intermediate and preparatory cycles. The preparatory cycle requires students to choose between literary and scientific studies after the first year.

Table 3 Students and teacher in secondary schools

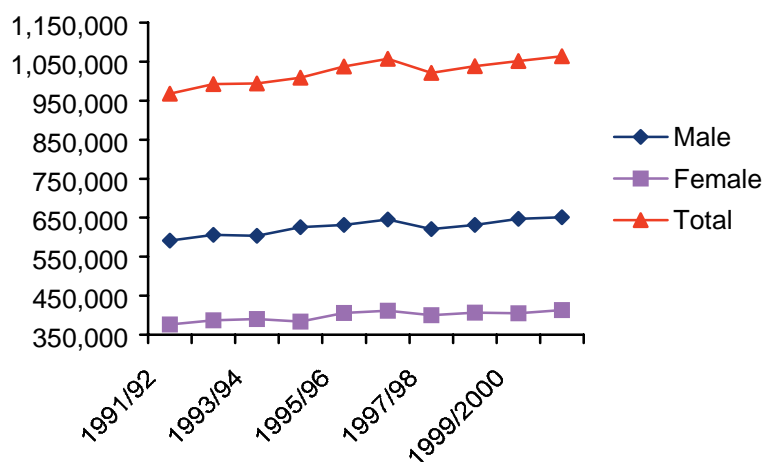
	Students					Teachers	Schools
	Total	Male	%	Female	%		
Centre/South	1,063,842	651,053	61.2	412,789	39.8	63,840	3051
North	227,487	129,907	57.1	97,560	42.9	11,149	650
Country wide	1,291,309	780960	60.5	510,349	39.5	73,989	3701

3.3.1 Stagnating enrolment

The total secondary school enrolment for 2000/2001 in Iraq was 1,291,309, with 1,063,842 students (39.8% female) in the Centre/South of the country and 227,467 (42.9% female) in the North (Table 3).

The number of students enrolled in secondary schools countrywide increased by 224% from 315,600 in 1971/72 to 1,023,710 in 1990/91. However, in the Centre/South during the 1990s, enrolment remained practically constant and was only 1,063,842 in 2000/2001 (Figure 12). Given the high rate of population growth (Table A 1), it is clear that enrolment levels were in decline. This is not surprising if we consider the adverse effect of socio-economic conditions and difficulties within the education system itself. 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.

Figure 12 Secondary Education Enrolment For The Academic Years 1990/91-2000/2001 (Centre/South)



In the Centre/South, female enrolment remained fairly constant during the 1990s, at an average of 39% of total student enrolment, while in the North the proportion of female enrolments improved slightly. When viewed by governorates (Table A 34, Table A 36), it is observed that Baghdad with 41.2% female students is nearest to gender parity, while the weakest levels of female participation in the student body were in Anbar (28%), Salahadin (27%), and Missan (17.3%). Efforts are therefore necessary to improve the enrolment of female students, particularly in rural areas.

In the North of Iraq there was a more satisfactory rate of increase in enrolment in secondary education. No data are available for the period between 1991 and 1996. However, the student population grew by 78.5% from 127,431 in 1996/97 to 227,467 in 2000/2001. There was a measure of stability during this period, which enabled families to settle down and displaced people to return to their villages. After the introduction of the Oil for Food Programme in 1997, more funds were made available for the construction of school buildings, provision of transportation to school for far-flung students and poor students in semi-urban slums, and the procurement of school learning materials, which reduced the financial burden on parents.

3.3.2 Decreased levels of participation

The Gross Enrolment Ratio (GER) in secondary education had dropped to 38.3 % (47.1% for boys and 29.1% for girls) in 1999/2000, probably for the Centre/South, as compared to 1990/91 when it was 47.0%. The gender parity index for the ratio (GPI) deteriorated from 0.64 to 0.62. In order to appreciate the significance of these figures, a comparison may be made with Jordan. In 1990/91, Jordan had a GER of 44.6% for secondary education compared to Iraq's 47.0%. But within ten years Jordan nearly doubled its GER to 87.7%, while the ratio for Iraq declined. In 1999/2000 the Net Enrolment Ratio (children aged 12-17 in secondary school as a proportion of the age group in the population) was only 33.0% in Iraq as compared to 75.9% in Jordan.[ref 27, 30]

Table 4 Comparison of GER and NER in Jordan and Iraq for 1990/91 and 1999/2000

	(GER) 1990/91				(GER) 1999/2000				(NER) 1999/2000			
	Total	Male	Female	F/M (GPI)	Total	Male	Female	F/M (GPI)	Total	Male	Female	F/M (GPI)
Iraq	47.0	57.1	36.4	0.64	38.3	47.1	29.1	0.62	33.0	39.6	26.0	0.66
Jordan	44.6	43.7	45.6	1.04	87.7	86.4	89	1.03	75.9	73.4	78.5	1.07

3.3.3 Weak internal efficiency

High repetition rates have been a feature of the education system for some time. In 1978/79 the repetition rates for the whole country for the intermediate and preparatory stages of secondary education were stated to be as high as 26.5% and 21.8% respectively (Table 5). In 1991/92, the repetition rates for the Centre/South were higher than this, at 36.1% and 23.1% respectively, -not surprisingly, given the interruption of the previous school year by the Gulf War. By 1999 the rates were only marginally changed at 34.4% and 22.4% for intermediate and preparatory respectively. Repetition was consistently higher for boys than for girls. [ref 30] No clear reason is available to explain why girls seem to repeat less than boys. Perhaps

they are more committed to learning, despite cultural norms that require them to put in more time after school on family chores than boys, and perhaps parents insist more strongly on boys repeating the whole year when failing the examinations. Some boys might be required by parents to spend time on income generating activities rather than studying.

In the North of Iraq, repetition rates for intermediate and preparatory in 2000/2001 were 24.8% (girls 22.5%) and 21.7% (girls 19.4%) respectively, ie. lower than in the Centre/South.

Table 5 Repetition Rates In Intermediate and Preparatory Stages for Centre/South [ref 30]

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

Table 6 shows the enrolment for Centre/South for 2000/2001 by grade and sex. These are mostly students who would have started their secondary education in the 1990s, and there is a high attrition rate between classes.¹¹

According to these data, the efficiency of the educational system has been declining in the 1990s. Not all students who start a school cycle complete it, and those that do take longer than the stipulated length of time. Lack of adequate textbooks and instructional materials, poor motivation of teachers, and lack of in-service training for teachers have contributed to poor examination performance. Increasing dropout rates have resulted from harsh economic conditions that forced parents to pull their children out of school.

¹¹ Cohort analyses are available only for the intermediate level of secondary education (see Table A 41). Comparison of three cohort groups in 1976/77, 1987/88, and 1995/96 shows that the coefficient of efficiency declined from 0.46 to 0.43 for boys and from 0.61 to 0.48 for girls. Data after 1996/97 are not available. For every cohort group shown, the coefficient of efficiency for girls was higher than for boys, suggesting that girls took fewer pupil-years on average to complete their intermediate level education than the boys. This correlates with the data on repetition which showed that repetition rates were lower for girls than for boys. [ref 30]

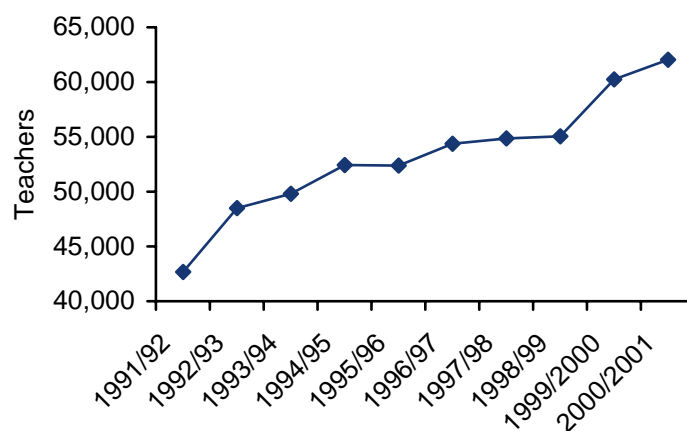
Table 6 Number Of Students In Secondary School By Class And Sex, 2000/2001 (Centre/South) [ref 20]

	Male	Female	% Female	Total
First Class	217062	121106	35.8	338168
Second Class	152079	89579	37.1	241658
Third Class	126636	74166	36.9	200802
Intermediate Total	495777	284851	36.5	780628
Fourth Class	50329	47234	48.4	97563
Fifth Science	22715	21122	48.2	43837
Fifth Literary	19275	15923	45.2	35198
Sixth Science	32724	25283	43.6	58007
Sixth Literary	30233	18376	37.8	48609
Preparatory Total	155276	127938	45.2	283214

3.3.4 Decline in teacher quality

In 2000/2001, the total number of secondary school teachers in Iraq was 73,989, including 62,840 in the Centre/South (60% female) and 11,149 in the North (51.3% female). In the Centre/South, the number of teachers increased by 47% in the period between 1991/92 and 2000/1, even though there was no significant increase in the student population.

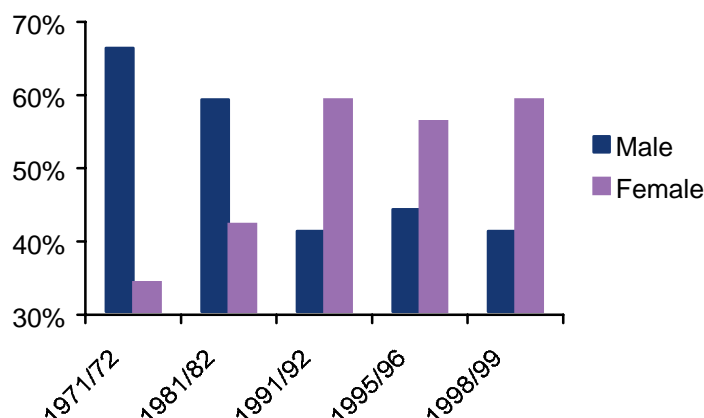
Figure 13 Number of Secondary school teachers in Centre/South



The student-teacher ratio thus improved to 17:1 in 2000/1, as compared to 22.7:1 in 1991/2. However, big urban centres like Baghdad have large student populations and large classes resulting in poorer student/teacher ratios compared to the national average [ref 30]. In the North the student teacher ratio in was 20:1 in 2000/2001 [ref 21].

A slight majority of teachers in the Centre/South (56.7%) are women, up from only 33.8% in 1971/1972.

Figure 14 Gender of Secondary Teachers, 1971/72-1998/99¹²



While female teachers predominate in the Centre/South, the proportions of female and male teachers are more balanced in the North. An example of this is provided in Table 7, for secondary school teachers in Suleimaniyah governorate.

Table 7 Number of secondary school teachers in Suleimaniyah governorate, 2001/02 (Table A 33)

Governorate	1996/97		2000/2001	
	Teachers	Female %	Teachers	Female %
Suleimaniyah	2913	47.4	4181	48.5

Figures available for the qualification of teachers in one of the governorates in the North indicate that 25% of secondary school teachers were College of Education graduates, 68% were other university graduates without teacher training, and the remaining 7% were Teacher Training Institute graduates (who actually are trained to teach at the primary level). Given the high proportion of teachers without professional training, UNESCO has been working with the local authorities to provide in-service training in subject matter, methodologies and pedagogy. However, the number trained (11,083 by the end of 2002) has been insufficient.

There has been a decline in teacher quality as monthly salaries for qualified teachers have shrunk by about 99%, from a magnitude equivalent to \$500-\$1000 to as little as \$5 to \$40. Large numbers of experienced teachers have left the secondary schools to seek better incomes elsewhere within and outside the country. Those in the service have subsidized their salaries by providing tuition to children of parents who can pay or by taking alternative employment after school. According to one anecdotal report all the teachers in one school worked after hours. This of course reflects on the quality of education.

¹² Data for 1971/72 and 1981/82 apply to the whole country while the rest apply to Centre/South.

After years of isolation, professors of education need an opportunity to update their knowledge in their specializations, to improve the quality of pre-service and in-service training programmes. There is a need to bring in external expertise since local trainers have been isolated from international developments and need updating and refresher training. Seminars, colloquia, exchange and fellowship programmes will be required over the medium term.

3.3.5 Curriculum

At the intermediate stage, all students take a total of 34 classes (of 40 minutes each) that include Islamic education, Arabic language, English language, sciences (physics, chemistry, biology), history, geography, civics, mathematics, art education, and athletics/military education. Girls take a class in 'Family Education for Girls'. At the preparatory stage some new subject options are added: Kurdish language, sociology, economics, and national education. Evening schools are exempted from physical education and military training. Extracurricular activities are organised at school level.

3.3.6 Acute shortage of textbooks and learning materials

As noted earlier, the state traditionally has supplied all textbooks, educational and recreational materials, furniture and other equipment generally required in the schools. Sanctions have severely strained the government's ability to meet these needs. Through the Oil for Food Programme, however, the Ministry of Education over the last seven years has been able to supply approximately 30% of needed teaching materials, 63% of required desks, as well as some recreational materials. Because of the inadequate supply of textbooks due to the breakdown of the MOE printing press, it is estimated that at least 50% of the textbooks are re-used by several cohorts of students. The Minister of Education stated in January 2003 that in some subjects, only one textbook was available for five to six students.

In the North the schools have received most of their educational supplies as well as textbooks through the Oil for Food Programme. In 1999, UNESCO produced over 2 million textbooks for distribution to secondary schools in the North. A further procurement of 3,236,400 secondary textbooks is in process. Books are printed by the Ministry of Education Printing Press in Baghdad and other printing establishments.

Science equipment supplied under the Oil for Food Programme

Between October 2001 and March 2002, UNESCO observers made an assessment of secondary school laboratories in the Centre/South which had received scientific equipment and materials, under the humanitarian programme. It was seen that the physics laboratories had received experimental kits for general physics, heat, electricity and magnetism, electronics and optics. The chemistry laboratories received glassware, burners, ovens, balances, etc., as well as basic chemicals, while biology laboratories received dissection sets, microscopes, glassware, etc.

The observers could also assess the condition of school laboratories. In about 20% of cases lighting, electrical installation, water supply and ventilation were found to be adequate, while other laboratories needed maintenance or rehabilitation. A fire

extinguisher was available in only 50% of schools, while as few as 11% had a first aid kit.

The physics laboratory was used exclusively for physics lessons in 54% of cases, but in the other schools, it is used for chemistry and/or biology also. The physics laboratories were used on average three hours per day, and the chemistry or biology laboratories a little less, for almost two and a half hours per day, during the six day week. The observers visited mainly schools in urban areas, and conclusions cannot be drawn regarding rural schools.

Teachers stated that the items arrived in good condition, were of good quality and represented a significant step forward. Before receiving these commodities, a teacher noted, the laboratory had absolutely nothing but the name. However, some teachers said that there are still many needs to be covered, in terms of equipment, maintenance or fittings

The teachers indicated the need for refresher training, especially in the use of sophisticated apparatus such as the stereo microscope.

Source: Monitoring visits by UNESCO observers, 2001-2002.

3.3.7 School buildings and infrastructure

In 2000/2001 there were a total of 3809 secondary schools in Iraq, comprising 3051 in the Centre/South (Table A 30) and 758 in the North of Iraq (Table A 31). In the Centre/South there has been an increase of 12 % compared to 1991. However, the physical condition of school buildings has deteriorated significantly over the last decade as the government has been unable to fund major rehabilitation or reconstruction work. Some schools are so dilapidated, that mere rehabilitation would not be efficient and new schools need to be constructed instead. In other schools, only a part of the buildings are useable due to severe damage in other parts. The Ministry of Education estimated that 6648 new school buildings must be constructed to meet the needs of both primary and secondary education, 2573 school buildings require rehabilitation, and 3367 require maintenance. In very many schools, the condition of hygiene and sanitation systems demands urgent attention in order to reduce the risk of exposing students to serious health hazards.

Due to the shortage of school buildings, about one third of secondary schools operate on a double shift basis. In practice, this means that one school building called a host school allows another 'guest school' to share its facilities on a shift basis. One may find, therefore, that a girls school occupies the morning shift from 8.00 am to 12.00 noon and a boys school takes the afternoon shift from 1.00 pm to 5.00 pm. Each shift has its own teachers and school head. In some shift arrangements, particularly in rural areas, a primary school shares a building with a secondary school. If the host school is a primary, then the correct size of the desks becomes an issue. In any case, the shift system exerts added pressure on an already dilapidated infrastructure and school equipment.

In the North of Iraq the shortage of school buildings persists in the same way as in the rest of the country, in spite of the extensive efforts of the UN to construct

schools. There are only 363 buildings from which 703 schools function (including 26 fine art and teacher institutes). There is a very high prevalence of double shift and triple shift schools. School mapping data indicates that 42% of secondary schools in the North require rehabilitation, some of these having no water, sanitation facilities or electricity, while some 30% have no science laboratory.

UNESCO, under its regular programme, is constructing a model secondary school in Baghdad, to accommodate 800 girls. The school is designed to have key features expected of a secondary school, taking into consideration modern anthropomorphic norms and pedagogy as well as the use of local materials adapted to the climatic conditions.

3.3.8 Issues

Ensuring the right to quality education

Access to secondary education has been reduced through deterioration of educational provision as well as adverse socio-economic conditions. There is an urgent need to reactivate the functioning of secondary schooling by the holding of national examinations for grades 6, 9 and 12 for the school year 2002/2003. Provision of textbooks, educational supplies and equipment, and teacher training as well as rehabilitation of infrastructure are urgent requirements, to be followed by renewal of secondary curricula and textbooks. Special training in psychosocial programmes is also necessary to mitigate the effects of war and stress.

Addressing terms of service, remuneration and qualifications of teachers

It is important to address the issue of teacher motivation and career by ensuring adequate salaries and undertaking a massive in-service training programme. The pre-service training needs to be reviewed and adapted to meet the emerging needs of the country.

Dilapidated physical infrastructure

The degradation of the Iraqi educational infrastructure over the past twelve years reflects a lack of adequate resources to rehabilitate or construct new schools. The absence of a cash component in the Oil for Food Programme in the Centre/South has also meant that even if building materials have been procured, there was little cash available for payment of local labour. There is an urgent need to reassess the state of the infrastructure, undertake school mapping exercises and prepare a blueprint for rehabilitation.

Outdated school curriculum

Sanctions have effectively shut Iraq off from curriculum developments in the region. Thus it will be necessary for the country to invest in reviewing its curriculum and textbooks to meet current and future challenges. This presents special challenges at secondary level, where textbook commissions will need to be familiarised with updated subject matter content and teaching methodologies. It is essential that Iraqi educators be involved in their own curriculum development and not have it imposed on them by others.

3.4 TECHNICAL AND VOCATIONAL EDUCATION

Vocational education is part of the secondary education system but is managed separately under its own Director General. Iraqi students have the option to select the secondary vocational stream after the intermediate cycle instead of proceeding with the general academic route. Vocational schools aim to impart professional and technical skills to prepare students to enter various trades upon graduation. The vocational cycle takes three years, leading to national examinations. Those with the best marks (in the top 10%) can pursue degree programs in Technical Colleges.

Table 8 Students and teachers in vocational education schools, 2000/2001

	Students	Teachers	Schools
Centre/South	61861	6601	236
North	3889	882	27
Country wide	65750	7483	263

3.4.1 Sharp decline in enrolment

The total enrolment in vocational schools in 2000/2001 was 65,750, including 61,861 in the Centre/South and 3,889 in the North. Nationally this was a decline of 55.6% in enrolment from 147,942 in 1989/90. Data for gender distribution is not readily available.

Enrolment in vocational education in the Centre/South has declined dramatically, from a peak of 124,479 in 1991/1992 to 61,861 in 2000/2001, a drop of almost 50%. The worst hit area has been Commerce where the decline was 78.4% while Agriculture was 38.3%, and Industrial 37.8% in the ten year period. The number of institutions decreased from 278 to 236 in the same period.

Table 9 Vocational Education By Branch For The Academic Years 1989/90-2000/2001 (Centre/South)¹³ [ref 20]

Academic Year	No. of Teaching Staff	Number of Students					Number of 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
2000/2001	6601	61861	513	8573	51048	1727	235	60	165	10

¹³ Note:

- The total number of schools in 2000/2001 has been corrected according to the indicated number of commercial, technical and agricultural schools.
- Similar data exist for each governorate for 2000/2001 (Centre/ South).

* presumed to be for Centre/South only

The situation is further exacerbated by a large number of drop outs and high failure rate. In 2000/2001, 1,204 students dropped out of vocational schools during the academic year while 10,976 failed their examinations.

In the North of Iraq a total of 4043 students were enrolled in vocational programs in 2001/2002, an increase of 24% since 1996/97 [ref 31]. Data on distribution by gender is not easily available.

Students can select an area of specialization from one of the major four main branches of vocational education. Even though in principle, students are allowed free choice of a vocational area to pursue, in practice this is not always possible. In the Centre/South of Iraq there are only 236 vocational institutions compared to 3051 secondary schools, while in the North there are only 27 vocational schools against 650 secondary schools. Furthermore, each vocational school does not have the full complement of courses. Only students living within the proximity of a vocational school are likely to enrol and their choice is limited to courses available at that specific institution. Students in governorates with a large population like Baghdad (85 schools), Basra (17 schools), Anbar (20) and Nineva (17) have more options than students in smaller governorates.

In Northern Iraq, students who chose the vocational track were only 6.2% of those who completed the intermediate cycle compared to 82.3% for those electing to pursue the preparatory track. In view of this low interest in vocational education, UNESCO conducted a labour market survey in 2000 in Suleimaniyah, to review the match between the needs of the market and the courses offered in the institutions. The study found a wide disparity between the labour market needs and the courses being offered in school [ref 18]. It identified the weaknesses in vocational and technical education and proposed new disciplines to be introduced in response to qualifications and skills required by the public sector and private sector. The latter have been developing as a consequence of the funds made available for the North under the Oil for Food Programme and related development of small scale industry, commerce, furniture production, construction, cross-border trade and service activities such as nursing.

Falling enrolment to some extent reflects the negative impact of sanctions, such as rundown facilities, lack of appropriate infrastructure, programmes that may be outdated, and loss of qualified staff. The decline in enrolment is also a consequence of lack of employment opportunities due to the weak state of the economy. A third reason specific to the North is that, previously, graduates of vocational schools could enrol in Technical Colleges in the Centre/South and obtain a College degree. This option no longer exists.

3.4.2 Teachers

There were 7483 vocational teachers in the whole of Iraq in 2001. There is a predominance of female teachers for Commerce and of men for Agriculture and Industry.

In the Centre/South there were 6601 teachers (47% female). These were distributed between Industrial Studies, also referred to as Technical, 5,363 (41.7% female), Commerce 957 (83.3% female), Agriculture 239 (22.6% female), and Home Arts,

32 (100% female). There has been a decline in the total number of vocational teachers in the Centre/South, in parallel with a decline in the number of institutions, from 8381 in 1991/1992 to 6601 in 2000/2001.

Table 10 **Number of Teaching Staff in Vocational Schools by Sex, 2000/2001 (Centre/South) [ref 20]**

Number of teaching staff										
Grand Total			Home Arts		Commercial		Technical		Agricultural	
Total	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
6601	3109	3492	32	-	789	168	2234	3129	54	185

There were 886 vocational teachers in the North in 2000/1, teaching at 28 vocational training institutions. Data available for Suleimaniyah governorate with 410 teachers showed that 46% were female.

Student /teacher ratios were quite low, at about 9 in Centre/South and 5 in the North. [ref 20,31]

Vocational education teachers in Iraq are trained in separate colleges from those of general secondary education subjects. In the Centre/South, teachers for the Industrial area are trained at the University of Technology in Baghdad, those for Agriculture at the College of Agriculture and those for Commerce at the College of Administration at the University of Baghdad. Trainees are generally recruited from two year Technical Institute Diploma holders. They then receive a three year training at a University before earning a degree in technical education. The training includes industrial internship of six months. Data is not readily available for current enrolments in vocational teacher education programmes. Training as a whole has been affected by the weakening of the labour market and the industries capable of carrying out internships.

3.4.3 Major fields of study

Within the main branches of Industrial/Technical Studies, Commerce, Agriculture and Home Arts, there are some 21 departments: Electrical, Chemical, Mechanical, Electronics, Sewing And Design, Commerce, Computers, Agriculture, Domestic Affairs, Metallurgy, Car Mechanics, Carpentry, Communications, Printing, Plumbing, Mining, Construction, Air Conditioning, Foodstuff Manufacturing, Textiles, Ceramics, and Home Arts. The Labour Market Survey in Northern Iraq proposed new technical specialisations such as civil engineering and works, food industry, catering and tourism, banking, customs services, ICT, extraction and processing of natural resources; and new vocational specialisations such as construction and public works, electricity, water and sanitation, food industry, catering and tourism [ref 18].

The present curricula had been devised when Iraq's economy and industrial base was expanding. The development of studies for the services sector, notably commerce, was limited by the war with Iran and the sanctions regime of the 1990s. The area of commerce and trade needs to be reviewed critically in order to link it with the development of international trade and globalisation. The content of technical and vocational education should further reflect the needs of the parallel economy

generated during the sanctions period and the small trades that have developed through the promotion of family enterprise and the non-formal economic sector.

3.4.4 Infrastructure

The number of vocational institutions decreased from a peak of 289 in 1990/1991 to 236 in 2000/2001 in the Centre/South. This coincides with a decline of 50.3% in enrolment during the same period. Vocational schools, even though some require rehabilitation, are generally in better physical condition than the general secondary schools. In the last twelve years, however, their equipment has suffered from lack of maintenance and spare parts, and has become outdated. The institutions received a limited quantity of supplies through the Oil for Food Programme, initially consumable materials for practical work such as cables, pipes, etc. but more recently some more sophisticated equipment such as oscilloscopes for electrical departments and teaching models for mechanics departments have arrived. In Sulemaniya governorate, a vocational complex is being established at Bakrajo, with the aim of providing a centralised fully equipped modern complex to which other vocational schools can be relocated. This will enable the concentration of the meagre human and physical resources in one location.

3.4.5 Issues

Urgent need to review the vocational curriculum

By its very nature technical and vocational education is preparation to enter the world of work. In Iraq the twelve years of sanctions have seriously undermined the developments in the workplace. It is critical therefore that institutions continuously monitor the work place to ensure that their curricula remain relevant and prepare students for participation in reconstruction activities.

Need for market surveys. It is imperative that as the country returns to open market economic activities, market surveys are conducted to determine current and future skills requirements and employment opportunities. The results can then be used by curriculum planners in updating the course content.

Dilapidated infrastructure. Rehabilitation will need to be undertaken as soon as possible to improve the learning and teaching environment, following an assessment of needs and priorities.

Outdated equipment. Vocational education is an area where the equipment that students use must be adapted to the working environment in which they will use their skills. As a result of sanctions, the government has not been able to provide all the necessary equipment to effectively teach vocational courses. Equipment needs will have to be determined following the market surveys and curriculum review, in close liaison with potential employers.

Upgrading of teaching skills. Closely related to relevance of course content is the ability of instructors to keep updated on workplace requirements in their professional areas. This requires close interaction with the world of work. In-service training of teaching staff will be vital to the success of the vocational training programmes.

Improvement of terms of service and remuneration of teachers. Due to sanctions, the government has been unable to pay its staff adequate salaries to meet their cost of living. This has contributed to the decline in the number of teachers and probably to a decline in quality. Teachers with marketable skills can often find better remuneration in the private sector within and outside the country. There has in fact been a massive migration of qualified Iraqi technicians and teachers to foreign countries. The terms of service and remuneration will need to be improved considerably to attract skilled trainers back to the programme. This will have to be coupled with innovative training programmes for teachers.

3.5 TEACHER TRAINING

The training of teachers may be considered one of the most important educational sub-sectors because teachers are the cornerstone of the entire educational edifice. At all levels of the educational system - primary, secondary (including vocational and fine arts), and higher education - teachers contribute to shaping the minds and knowledge, abilities and motivation to learn of present and future generations of students and adults. The way prospective teachers themselves are educated and trained creates the reality within which the society will move forward and economic, social, and political decisions will be made. In the context of Iraq, teachers comprise, by their sheer mass, a constituency which will have to be considered a priority for any moves to modernise the education system and introduce changes in society. They occupy a social and political position which is higher than their current economic status.

The training of teachers for the primary level will be emphasised here, not only because they constitute the largest group, when compared with secondary school teachers (see Table 11). but also because, traditionally, their training has taken place within a system of Teacher Schools and Teacher Training Institutes. In contrast, the education of prospective secondary school teachers and university teachers forms part of the system of universities and other institutions of higher education.

3.5.1 Pre-service teacher training

The system of teacher training was the same all over Iraq before 1991 and has not changed substantially in the North after 1991. [ref 29, 30]

During the 1960s, pre-service teacher training was conducted in Teachers' Schools, in which graduates of the Intermediate Level of secondary schools (grade 9) were admitted for three years to be trained as elementary school teachers.

Since 1984/85, the Ministry of Education started to upgrade Teacher Schools into Teacher Training Institutes. Teacher Training Institutes enrol graduates of the Intermediate Level for five years of study: three years for general education and two years of specialisation. Students may specialise in the following disciplines: Islamic Studies; Arab Language; English Language; Mathematics and Sciences; Physical Education; and Fine Arts. Graduates are allowed to pursue their studies at University Colleges.

In addition to the Teacher Training Institutes, Central Teacher Institutes were established. These enrol graduates from the Preparatory Level of secondary schools (grade 12) and offer two years of specialised study.

The number of these Teacher Institutes and Central Teacher Institutes in the Centre/South increased from 35 in the mid-1990s to 139 in 2000/2001, as an attempt was made to supply qualified teachers for the expanding school system (Table 11).

Table 11 Number Of Students And Teaching Staff In The Teacher Training Institutes And Central Teacher Training Institutes, 1994/95-2000/2001 (Centre/South)

Year	Students				Institutes
	Total	Female	Male	Female %	
1994/95	26069	15567	10502	59.7	36
1995/96	23807	14393	9414	60.5	35
1996/97	23714	14078	9636	59.4	35
1997/98	30567	19496	11071	63.8	54
1998/99	40100	26259	13841	65.5	81
1999/2000	48025	30298	17727	63.1	107
2000/2001	56747	34265	22482	60.4	139

Source: [ref 20] (Table 11/15)

Since 1992, Central Teacher Institutes began to be upgraded into university-level Teacher Colleges, in which graduates of the Preparatory Level of secondary schools were to be admitted for four years of study to qualify as teachers for primary schools. However, owing to the difficult circumstances and constraints during the 1990s, this project was not completed [ref 30]

In addition to the above, Colleges of Education in almost all universities train prospective secondary school teachers. Some graduates from these colleges have opted to teach at the primary rather than the secondary level, for example, because they prefer to be appointed in a geographic area close to their home where secondary-level positions are not available. Enrolment figures for this group are not available.

In order to encourage students to pursue their qualification as a primary school teacher despite geographical, economic, and social difficulties, an Open College of Education was established in 1998/99, to offer both distance education programmes leading to a bachelor degree in education and in-service training courses for teachers.

In the North there are 15 teacher training institutes with over 7000 students. (Table A 57). There has been a severe shortage of secondary school teachers in English, Mathematics and Sciences. One long-term solution envisaged for Dahuk governorate is the opening of a College of Education while a short-term one has been the recruitment of university students.

3.5.2 In-service teacher training and other support for teachers

In 1984, the Institute of Educational Training and Development was established as a department of the Iraqi Ministry of Education. The goals of this institute are: (1) to organise in-service training programmes periodically for teachers, educational administrators, and other educational staff; (2) to prepare outlines and printed materials for local training programmes (organised at the level of each governorate); (3) to participate in the preparation of textbooks, educational materials, and educational programmes. During 1989, this institute organised 242 training programmes for a total of 7265 trainees (active teachers and educational administrators). During the 1990s, all activities of this institute appear to have ground to a halt following the sanctions and ensuing resource constraints. [ref 30] There are over a quarter of a million school teachers in Iraq and the task of in-service training is immense.

In 2002, UNESCO initiated a project to strengthen the local education departments for teacher support in the Erbil/Dahuk and Suleimaniyah governorates, under the Oil for Food Programme. The concerned departments were chronically underfunded and could not fulfil the role intended for them. The project has begun by training educators, computer designers and illustrators to identify instructional objectives for secondary education, by subject, and to design aids such as audiotapes, photos, visual literacy drawings, atlases, dictionaries etc. A package of teaching aids is to be developed for each subject and pilot tested before mass production and distribution.

Furthermore, in Northern Iraq, UNESCO conducted a variety of in-service training sessions for teachers at all levels of secondary education and in most areas of higher education, within its mandate under the Oil for Food Programme. Approximately 11,000 teachers, supervisors, and educational administrators benefited from training in various subject matters, teaching methodology, management, administration, basic skills in English and computers, etc in 2001 and 2002. These training programmes targeted teachers in both urban and rural areas through use of self-study packages, linked to face-to-face follow up at teacher training centres.

In December 2001, 238 senior teachers and staff in the Centre/South were offered in-service training through a UNESCO-facilitated grant from a UN managed 'trust fund' that received donations from several countries, including Norway and Holland.

In Sulaymaniya, intensive in-service courses for primary school teachers are being planned to enable them to teach at intermediate level, and incentives are being offered to encourage them. UNESCO has assisted with the renovation of some in-service teacher training centres, and provided them with equipment and furniture. UNESCO has also constructed and equipped on centre in Dahuk governorate. The construction of one major training facility, the Education Resource Centre in Sulaymaniya is in the planning stage. Some of the equipment for training centres approved under Phase VIII of the Oil for Food Programme is in the pipeline.

In Iraq, the teaching /learning environment has been characterised mainly by teacher-centred methods. Many teachers feel a great need to become familiar with other teaching methodologies, in particular student-centred teaching. Very few teachers are equipped to teach in a student-centred mode, however, although the in-service training courses in the North have attempted to address this problem. The difficulty lies in the application. Classrooms are small with fixed double-seat desks which make it difficult to organise group work. Schedules are tight and inflexible and do not lend themselves to creative and innovative teaching methods, and teaching aids are few. Another factor is that the older generation of teachers who have been teaching in the same manner for the past 15-20 years cannot readily change attitudes and methods even if they are convinced of the necessity. One of the main consequences is a general lack of autonomy in learning and an inability to engage in self-directed professional development at all levels.

3.5.3 Issues

Low teacher salaries and motivation. Low salaries for teachers have discouraged many prospective students from pursuing, or completing, teacher training. Low salaries also demotivate teachers at all levels, including those at the teaching institutes. This has led to a shortage of teachers in areas such as English and Mathematics, because specialists in these areas can find better-paying positions in the private sector. Teachers do not have enough time, energy, or financial resources for teachers to develop themselves professionally. For teacher trainees as well as teachers in primary and secondary schools, it is extremely difficult to stay abreast of developments in subject matter, teaching methodologies, or many other general educational issues. In most cases, for several decades, they have had little or no means of communication with foreign colleagues and no possibility to access other resources, such as books and periodicals, computers and internet, or to engage in any kind of professional development.

Lack of updated educational materials. A general problem facing all teachers, at primary, secondary, and university college levels alike, is the lack of adequate and up-to-date textbooks and other vital teaching materials, including teaching aids for use in the classroom, student workbooks, etc. The Institute for Educational Training and Development established in 1984 by the Iraqi Ministry of Education became inactive during the 1990s. In the North, institutions for the support of teachers and the design of teaching materials in the Erbil/Dahuk and Suleimaniyah governorates could not function effectively mainly because of the lack of government funds, which, in turn, led to a dearth of materials and expertise, and the absence of proper organisation and management. Yet the preliminary results of a recent study indicated that the lack of proper teaching materials is one of the most significant problems for teachers and students alike.

Lack of equipment and libraries. All teachers' institutes need to be equipped with adequate computers, libraries, and language and science laboratories. Teachers' institutes and university-level colleges of education constitute a priority in this matter because of the ripple effect that their graduates have throughout the educational system: good teachers make for a better education.

Visit to a Central Teachers Institute

A visit to the Central Teacher's Institute in the city of Suleimaniyah in October 2002, and subsequent interviews with the principal, several teachers, and a number of first-year and second-year students, revealed the following (partial and anecdotal) information:

- 1. Approximately 1400 students were using the building, i.e. were enrolled in one of the two years of study at the time of the visit.*
- 2. The building had no functioning water and sanitation system.*
- 3. The building had no functioning cafeteria or kitchen.*
- 4. Not one classroom had a complete and adequate set of tables and chairs for the average number of 35 students attending daily classes.*
- 5. In nearly all classrooms the available chairs for students had nails sticking out.*
- 6. In all classrooms, the available blackboard surface was approximately 1,5m by 1m.*
- 7. The teacher responsible for the language laboratory made a passionate plea for the provision of language tapes in Arabic and English as the available tapes had become unusable.*
- 8. The school library contained one bookcase (2.5m by 1.5m) filled with books. The shelf contained a very limited number of oldish looking booklets in Arabic, and a few books in Kurdish. No English books were found.*
- 9. The computer room contained about 15 word processor machines dating back to the early 1980s.*

When asked about what worried them about their future, last-year students answered their greatest fear was having no resources to keep up their skills and develop their competency in their respective fields once on the job. When asked to clarify, students majoring in English pointed out the absence of any written materials in English, whether books or periodicals, and the impossibility to exercise their spoken English. Science and math majors pointed out that they knew they would have extremely limited means in their respective work places to develop their own teaching materials or, more generally, to develop themselves professionally in their respective fields of interest. Irrespective of majors, many students expressed a desire to become more knowledgeable about student-centered teaching methodologies as opposed to teacher-centered methodologies. Despite the motivation and eagerness that normally characterise the mind of individuals in their early twenties, there was a sense of helplessness and yearning for better opportunities to keep on learning and developing.

Source: Observations by UNESCO team in Suleimaniyah governorate.

3.6 NON-FORMAL EDUCATION (NFE)

The Iraqi Constitution guarantees the right to education for every citizen regardless of age, and the state has promoted a policy to combat illiteracy. A law enacting a 'Comprehensive National Campaign for the Compulsory Eradication of Illiteracy' was enacted in 1978 and was the starting point of a large-scale anti-illiteracy campaign. Every citizen in the age group 15-45 years had to enrol at literacy centres to complete the equivalent of grade 4 schooling in reading, writing and mathematics. The effect was that illiteracy in the age group 15-45 decreased from 48.4% in 1978, to 19.9% in 1987 [ref 30] For the efficiency of this campaign, Iraq was awarded five prizes by UNESCO. Current literacy rates are reported as 71% for males and 45% for females¹⁴. [ref 37]

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

Due to financial difficulties and the sanctions regime, the campaign against illiteracy slowed down dramatically by the early 1990s. The numbers of youth schools, teachers, and students in non-formal education decreased sharply between 1990/91 and 1998/99. Enrolment in non-formal courses dropped from 9,432 to only 388, while the number of schools providing these courses dropped from 112 to only four. [ref 30] A steadily increasing number of youth and adults find themselves marginalised in terms of education and employment opportunities. Rebuilding the social fabric and economy will require a massive literacy campaign.

The Ministry of Education tried to continue its fight against illiteracy, especially among girls. During 1994 and 1995, the Ministry in cooperation with UNICEF and the Iraqi General Association for Women, set up a programme of non-formal education for girls aged 10 and above, covering basic literacy and numeracy, together with needlework, health care, food processing etc. In 1995, 1217 training programmes were organised, benefiting 18,848 girls and women (of whom about 7000 were aged 10-14 years, the original target age group).

Educational materials of various kinds are distributed to the adult population, to provide women as well as industrial workers, peasants, and military personnel with additional educational opportunities, through exercises and lessons that can be done after the workday has finished. These methods are designed to foster teamwork among adult students, who are encouraged to review their work with others, especially their children and families. The cassettes and visual aids have been especially effective with regard to Iraqi women.

Today, non formal education can be a key link to achieving Education for All, continuing and lifelong education, enabling youth and adults to adapt to a rapidly changing situation and to contribute to the development of their country as productive and responsible citizens. Urgent needs will include a programme of

¹⁴The lack of reliable statistics makes it difficult to reconcile these figures with reports of 35.7% adult literacy (51.3% for males, 19.7% for females) in 1990 and 39.3% (54.9% for males, 23.3% for females) in 2000.

rehabilitation and reconstruction of institutions and facilities for the provision of non-formal education; an intensive training programme for teaching and administrative staff for non-formal education; resources for teaching and learning, including distance learning equipment and materials; and a nation-wide campaign to ensure maximum access to and participation in literacy and other non-formal educational programmes.

3.7 HIGHER EDUCATION

Iraq can boast of having had one of the oldest universities in the world – Mustansiriya University, founded in 1280. Although, its functioning was interrupted, a university with the same name continues today. Higher education institutions in Iraq now comprise 19 universities (including 3 in the North), as well as 9 Technical Colleges (in the Centre/South), and 38 Technical Institutes (including 11 in the North).

Table 12 Teachers and students in higher education institutions [ref 20, 2], 2001/2002

	Students			Teachers		
	Total	Male	Female	Total	Male	Female
Centre/South	297292	195530 65,8%	101762 34,2%	13167	8686 66,0%	4481 37,0%
North	20701	n.a.	n.a.	1576	n.a.	n.a.
Total	317993	n.a.	n.a.	14743	n.a.	n.a.

3.7.1 Enrolment

The total enrolment in higher education is 317,993, including 279,300 (34.2% female) in the Centre/South and 20,701 in the North.¹⁵ [ref 20, 2]

There are about 1290 students per 100,000 inhabitants, with significant regional differences: 1400 in the Centre/South and only 670 in the North. These levels compare unfavourably with other countries in the region.¹⁶ [ref 1]

Most first degree (Bachelor) courses last for four years, but five years are required for veterinary medicine, pharmacy and dentistry, and six years for medicine. Master's degrees require another 2 – 3 years, and doctorates some 3–8 years. The short-term courses at Technical Institutes lead to a Postgraduate High Diploma. [ref 13, 31, 1]

There is a high demand for places in the medical faculty, with science and engineering places popular. Humanities are not well thought of. Each university has Colleges of Education, preparing teachers mainly for secondary schools.

A variety of services are provided to students, especially in large universities: counselling, nursery care, sports facilities, language programmes, health services, canteen.

3.7.2 Academic staff

The total number of academic staff (professors, assistant professors, lecturers, assistants and trainers) in 2001/2002 was 14,743, including 13,167 (34% female) in the Centre/South and 1576 (gender statistics not available) in the North. This gives a

¹⁵ In the three universities in the North, 40.5% of students are female. Gender statistics are not available for the technical institutes.

¹⁶ The values of this parameter for some countries in the region are: Syria, 1560; Egypt, 1895; Kuwait, 1750; Algeria, 1150; Morocco, 1170; Yemen, 419. [1]

student/teacher ratio of 20.4 for the country as a whole, with a discrepancy between the Centre/South with a ratio of 20.4 and the North, with a ratio of 14.7.

While the student/teacher ratios for Iraqi higher education seem reasonable, there are wide disparities. For instance, in Suleimanya University, where the global student/teacher ratio is 16, the faculty of law has a ratio of 132.2 (abnormally high) and the figure for dentistry is also high (30.8). In the Centre/South, the differences between departments are smaller. In Kufa University, with an average ratio of 10, the Agriculture College appeared to be over-staffed (the student/teacher ratio is 5.7), but for the College of Arts, the situation is opposite (the ratio is 17.6). The College of Medicine, with a ratio of 5, and the College of Engineering, with a ratio of 11.2, correspond to international standards. This is a positive aspect of the Iraqi higher education system.¹⁷ [ref 20, 34]

3.7.3 Organizational and administrative issues

The universities are legal entities in their own right and are controlled (in the Centre/South) by the Ministry of Higher Education and Scientific Research. (In the North, they are controlled by two similar entities.) A university encompasses colleges, with several departments, scientific research centres and libraries.

Under the president of each university, there is generally an assistant to the President in charge of science, and a research committee to co-ordinate research. Internal administrative issues are managed by a special council. But the supreme academic body is the University Board. It is composed of the President and Assistant Presidents, the Deans of colleges, representatives of the Teachers' Union and of the National Union of Iraqi Students.

Admission is based on students' secondary school records. A secondary school certificate or equivalent is required.

The languages of instruction are Arabic, English and French (the last one, only in University of Mosul) in the Centre/South, and Arabic, Kurdish and English in the North. Sometimes, professors from Baghdad are invited to teach in the higher education institutions of the Northern governorates.

The academic year (30 weeks) begins on October 1 and ends in June. Courses are organized in units of 25 to 50 credit hours in accordance with the area of study and consist of theoretical study and practice. Theoretical instruction is dominant in universities, and practical instruction in technical institutes. Examinations are held at the end of each semester.

Finance is provided by the state, except for the private colleges. However, in the Centre/South, due to the critical situation in the last two years, a matriculation fee of ID25,000 (about \$12) was required, since September 2000. Social costs such as transport are sometimes covered by the university or community sources.

¹⁷ According to international standards, a normal student/teacher ratio for higher education is 12-20. For humanities or social/law studies it is 20-25; for engineering/natural sciences/medicine, it is 10-12. [1]

A variety of services are provided to students, especially in large universities, such as social counselling, nursery care, sports facilities, language programmes, health services and canteen.

3.7.4 Educational resources

A rich university library is essential for effective higher education. Iraqi university libraries are under-resourced. However, the best rated universities have the lowest volume/student ratio: 3.7 in the University of Technology (Baghdad), and 6.7 in Mustansirya. The highest ratio is reached in Kufa, with a value of 51. In the North, there are about 13 books per student in Salahadin University and Suleimania, and 32 in Dahuk.

In absolute figures, the number of books ranges from 700,000 volumes (University of Basra) to as few as 30,000 for smaller universities.¹⁸ Due to the sanctions regime, the libraries have few volumes dating from after 1991. In order to improve the situation, a ratio of at least 100 volumes per student should be reached, in the next few years.

Erbil Technical Institute Library

The library of the Mechanics Department at Erbil Technical Institute is no bigger than 9 square metres. The course materials used by the students, -old photocopies which they have to return on the last day of examinations, were lying on the floor. The students were not allowed free access to the library but had to present themselves at a desk, after queuing in the sun. [ref 4]

Normally, the number of students per 100,000 population, the student/teacher ratio, the books per reader ratio, together with average expenditure per student, number of students/computer, allocation of space/student, etc, are parameters which allow an evaluation of the quality of teaching. Much of this information is not available for the Centre/South.

In the Centre/South, the higher education institutions have received some \$263 million worth of supplies under the Oil for Food Programme (1997-2002), - compared with the \$692 million worth of contracts submitted by the Ministry of Higher Education to the '661 Committee'. Scientific equipment, books and publications were put on hold; although some were released in November 2002, under the new contract processing under the Security Council Resolution 1409. The commodities which arrived in the country were mainly vehicles (43%), educational and sports supplies for students (23%), teaching equipment (22%), office furniture and other supplies (6%), printing machines (6%). Laboratory equipment and information technology were barely represented. Some equipment arrived broken or with important components missing. Due to the very restrictive contracting formalities, the Iraqi beneficiaries have practically no possibility to oblige the contractors to meet their obligations. The universities have few computers, mainly

¹⁸ For comparison, Strasbourg University (France) has 3 million volumes, the Higher Technical School in Zurich 5.4 million, University of Konstanz (Germany) 2 million, University of Cluj (Romania) 3.3 million volumes, etc.

purchased with their own funds from the local market. Oil for Food contracts for computers were put on hold for some two years, and when they were finally released, the equipment had become obsolete. The libraries were thus “frozen” at the level of the early 1990s.

3.7.5 Scientific research and special facilities

Iraq follows the British tradition of developing scientific research inside universities. The large universities have five to ten research centres, for instance: Dams and Water Resource Centre at the University of Mosul, Marine Science Centre at the University of Basra, Natural History Research Centre in the University of Baghdad, Cancer Research Centre in the University of Kufa, Kurdish Studies Centre in the University of Dahuk, etc.

Research in education is encouraged: there is a Development of Teaching Methods Centre and a Teaching Arabic for Foreigners Centre at Mustansirya University, and a Centre for Continuous Education in Babil University.

The results of scientific research are often published in universities’ own periodicals. According to statistics published in 1999, 8 out of 15 universities (including Dahuk and Suleimanya) have a total of 18 scientific publications.(30) Mustansirya University publishes a 'Journal of Education'. Other scientific articles are published in regional reviews, like the 'Eastern Mediterranean Health Journal', printed in Alexandria. However, the presence of Iraqi scientists in internationally-refereed journals is very low. [ref 1]

International cooperation is very limited. In 1999, only two universities appeared to have cooperation with Western partners, while another two reported cooperation with Arab universities (in Jordan, Sudan and Yemen).[ref 34]

Several universities administer other institutions, notably museums. There are Museums of Natural History under the Universities of Baghdad, Basra and Kufa. Mosul University is responsible for three museums, for history, folklore and fine arts. At Kufa University, there is a Botanical Garden.

3.7.6 Infrastructure

Although universities have campuses for students and staff (academic and administrative), the condition of the infrastructure is poor. Under the Oil for Food Programme, all campuses (Centre/South and North) received generators, to cope with the frequent electricity breakdowns.

In spite of resource constraints, the State made serious efforts to expand the system “horizontally”, i.e. to construct new buildings for the existing institutions, to create new universities, to add new colleges to an existing university, and new departments to an existing college. A visitor who enters an Iraqi university or campus will notice the feverish construction activity. Raw materials and labour – both of them very cheap, are provided by the government, while auxiliary equipment, such as air conditioners, photocopy machines and furniture, have been provided by the Oil for Food Programme.

Iraq has tried to develop a university in each governorate, by initially transferring some colleges of prestigious universities to the capital of the governorates; for instance, a few colleges of the Mosul University were transferred to Kirkuk. After some time, these colleges form a separate university. Only three governorates – Muthanna, Missan and Taamin do not yet have their own university; but preparations to transform the colleges in Kirkuk into a separate university are in progress.

In the North, each governorate has its own university. Salahadin University was created in 1981 and Dahuk in 1992, while Suleimania University was created in 1972, closed in 1981 and reopened in 1992. Where supported by the Oil for Food Programme, the development of universities is encouraging. Enrolment has increased by 76%, the modernization of institutions is visible, and international scientific exchanges are encouraged. The assistance provided to higher education under the Programme (\$176 million from 1997 to 2002) has supported the following activities:

Phase IV-VI

UNESCO's services under the Programme were mainly concentrated on equipment and documentation (periodicals, journals, catalogues and stationery) and training courses. Construction projects for higher education started after 1999.

Phase VII

Minor construction projects were conducted, with limited renovation and construction of some premises. Most of the college buildings had not been designed as college facilities, and are thus not appropriate for teaching. The construction activities were limited to replacement or rehabilitation, including:

Salahaddin University (Erbil)

Construction, procurement of vehicles, telephone facilities, computers, photocopiers, technical equipment and supplies

Dahuk University

Construction and equipment

Sulaymaniyah University

Renovation and construction, preparation of master plan, textbooks, reference books, procurement of vehicles, office equipment and furniture, instructional equipment, training and technical assistance.

Phase VIII

Projects: chemical education, educational technology centre, faculty development programme and technical assistance, provision of vehicles, periodicals and reference books, laboratory equipment and materials, furniture and office equipment, consultancies to improve educational services.

Thiqar University

In January 2003, a team of UNESCO observers pays a routine visit to the Thiqar University. The President of the University says that he is proud to welcome us in the land of the ancient Ur, the birthplace of the prophet Abraham. He eagerly shows us the buildings and laboratories for a new College of Medicine, due to open in late 2003. The college will eventually include a cancer research centre and a centre for environmental research.

At the College of Sciences, in the Dean's office, we are told that the college is functioning in the former shopping centre – closed due to the crisis produced by the embargo. We enter a biology lab. The cleanliness is as striking as the poverty. There is little apparatus, except for some glassware on the teacher's desk. Two skeletons of birds and a poster representing the respiratory tract are all the teaching materials to be seen. The chemistry laboratory looks empty, with some glassware and Bunsen burners on the teacher's desk. The physics laboratories are better equipped, with some apparatus provided under the Oil for Food Programme. The College of Education, with three quarters of the university students, has little equipment.

The library has maybe 2000-3000 volumes, almost all of them in Arabic. The few titles in English seem to be the result of casual donations, mere than the result of a systematic policy. The chief of mission promises a donation of books, from the small UNESCO library in Baghdad.

Source: Monitoring visit by a UNESCO team, January 2003.

3.7.7 Issues

Need for a comprehensive review of higher education

The Iraqi authorities will need to undertake a rapid assessment of the immediate priority needs of higher education institutions in order for them to function under the minimum operational conditions. This short term action, however, has to be accompanied by a comprehensive review of higher education in the light of the country's social and economic needs. A strategic plan will have to be prepared to ensure that the universities play a catalytic role in the democratisation process and ensure access to all on the basis of merit.

University governance. The highly centralised system is not sufficiently flexible to permit rapid adjustment of course content to meet the needs of the world of work and of a changing society. University autonomy should be strengthened. Professional rather than political criteria should guide staff appointments and university deliberations. The orientation of scientific research should be decided transparently by a body including representatives of academics, industry and civil society, with due attention being paid to the specific conditions of the country (concerns such as the oil industry, pollution, desertification, hydrology). The staff need to be exposed to modern management techniques.

Ensuring efficient use of equipment and its maintenance. It is necessary to ensure the functionality of equipment imported under the Oil for Food Programme: the correct installation by contractors, availability of spare parts and of technical documentation. The academic staff should also be trained in use and maintenance of the equipment. The situation is acute for technical institutes, which received less equipment than the universities or colleges.

Breaking the isolation of Iraqi universities. Communication with higher education institutions outside Iraq is vital to help the Iraqi institutions adapt themselves to the innovations and technological changes taking place elsewhere. The resumption of international contacts, notably with leading universities in developed countries, will be essential for the renewal of higher education. Returnees with experience in advanced universities will have an important role to play in this regard. The university libraries should reach a level of at least 100 volumes per student.

4 CONCLUSIONS

4.1 THE PRESENT SITUATION

It is generally recognised that, before 1990, the educational system in Iraq was one of the best in the region, both from the point of view of access to education and quality. Overall, the system was well-organised and well-managed. However, problems started to surface in all educational sectors from the 1980s, as a result of armed conflicts and economic sanctions.

During the 1990s, the educational system in the Centre/South (under the control of the government of Iraq) deteriorated to a great extent despite the provision of some basic educational supplies through the Oil for Food Programme. Meanwhile, in Northern Iraq, rehabilitation and reconstruction programmes implemented by several United Nations agencies (including UNESCO) succeeded in alleviating the critical condition of the schools and institutions of higher education.

Some tentative conclusions can be drawn with respect to the current situation of education in Iraq:

Pre-primary education. This has not been a significant educational sector in Iraq. Enrolment has hovered around 7% of children aged 4 to 5 years. It may be assumed that both cultural and socio-economic factors contribute to this low level of participation.

Primary education. A number of problems stand out, command attention in the area of primary education. Firstly, a significant proportion (some 24%) of many children aged 6 to 11 do not attend primary school (31% of girls and 17% of boys). Secondly, repetition rates in the different grades of primary school vary from 6% to as high as 22%.

Low school attendance and high repetition rates can be attributed principally to:

- the poor state of school buildings and facilities
- low teacher salaries
- low teacher motivation
- traditional, teacher-centred methodologies
- inadequate supply of textbooks and other teaching materials, including blackboards and chalk
- poorly adapted curriculum
- degradation of the economic condition of parents.

Many qualified primary school teachers either have left the teaching profession or have tried to supplement their meagre salaries with other part-time work. One of the results has been the relative 'feminisation' of the teaching profession in primary schools (72.5% female primary school teachers in 1999/2000 in the Centre/South). Restoration of the economic viability and dignity of the teaching profession for men and women alike is a priority.

Despite the fact that the number of school buildings available for primary education has increased during the last decade, there is a significant shortage of buildings and many existing buildings are in urgent need of essential maintenance or repairs. According to Ministry statistics, in 1999/2000, only 36% of the 10,458 school buildings in the Centre/South were in relatively good condition, while 57% (5,940 buildings) needed essential maintenance or repairs and 7% (707) needed to be demolished and replaced with a new building. Moreover, it has been reported that at least 30% of school buildings accommodate two or more shifts in the Centre/South. This means that more than one "school" uses the same building, for example, one school uses the building during the morning hours while a second "school" uses the same building during the afternoon hours. While no definite figures are available, the percentage of school buildings accommodating more than one shift is deemed to be even significantly higher than 30% in Northern Iraq. Furthermore, many schools do not meet minimal hygiene and sanitation standards.

It has been difficult for the government to provide adequate teaching equipment, materials, and textbooks. As of 2002, the Ministry could only provide about 25% of the textbooks needed in primary schools. Textbooks are shared by several students. The situation of textbooks in the North was more complicated still, owing to problems in procurement from the Centre/South and to the political sensitivity of certain content materials in textbooks provided by the Centre/South. An acute shortage of textbooks is prevalent throughout the country.

Secondary education. Many of the problems listed under the label of primary education are found in secondary education, which includes vocational education, teachers' institutes, and fine arts institutes, -and some are more acute.

Key constraints include:

- the shortage of school buildings and the need for a development strategy based on national school mapping
- low salaries and low motivation of teachers
- the failure of teachers to renew their teaching methodologies
- the perceived inadequacy of the secondary education curriculum
- the need for professional development for teachers in all subject areas (e.g. lifelong learning)
- the need for better channels of communication between teachers, as well as between teachers, head-teachers, and parents
- the need for improved examination systems
- the need for vastly improved science laboratory, language laboratory, and library facilities
- economic hardship
- demotivation of students, particularly girls.

Teacher effectiveness and student learning are a cause of concern, both in the Centre/South and the North. High repetition rates have been a feature of the secondary education system for some time. Although no reliable statistics are available, it has been reported that failure rates are high, especially at the official year-end examinations.

The shortage of school buildings and the inadequate state of existing buildings are even more acute in secondary than in primary education. For example, in the North, 363 buildings accommodate 703 "schools". This means that almost all secondary schools operate on a system of double shifts. The system of double shifts has a number of serious consequences in terms of the quality of education. The same building may be managed by two different management teams, with a different set of organisational and physical requirements and preferences. Library and laboratory requirements are different. For example, the morning shift may consist of an intermediate school (grades 7 to 9) while the afternoon shift may consist of a preparatory school (grades 10 to 12). In some cases, a 'primary school' shares the building with a 'secondary school'. Another consequence is that the potential time for teacher support of students is severely limited. There is no sense of ownership of the school building and facilities by either one of the two shifts.

Large numbers of secondary school teachers are in need of various forms of professional development and in-service training, both in their respective subject matter and in new types of teaching methodology. For those individuals who pursue a teacher career in secondary schools, it is extremely difficult, if not impossible, to stay abreast of developments in the subject matter, teaching methodologies, or many other general educational issues. In most cases, they have had little or no communication with Iraqi or foreign colleagues and peers for several decades, and no possibility to access other resources, such as books and periodicals, computers and internet, or to engage in any kind of professional development.

A general problem facing secondary school teachers, at all levels, is the lack of adequate up-to-date textbooks and other vital teaching materials, including teaching aids for use in the classroom, student workbooks, etc. An Institute for Educational Training and Development established in 1984 by the Iraqi Ministry of Education, for the purpose of supporting teachers with training sessions and teaching materials, never really took off and became all but inoperative during the 1990s. In the North, institutions for the support of teachers and the design of teaching materials in the Erbil/Dahuk and Suleimaniyah governorates could not function effectively mainly because of the lack of government funds, which, in turn, led to a dearth of materials and expertise, and the absence of proper organisation and management. Yet preliminary results from a recent study in the North indicated that the lack of proper teaching aids materials are among the most significant problems for teachers and students alike.

Technical/vocational education.

Technical and vocational education suffered a setback during the 1990s, linked to the decline in economic activity in the Centre/South as well as falling salaries for instructors, and difficulties in procurement of materials and spare parts. A review of this sector is urgently required, having regard to recent and expected developments in the workplace. Labour market analyses are needed to guide the process of restructuring, curriculum review and re-equipment of the centres.

Non-formal education. In the area of non-formal education, a large-scale literacy campaign was started in Iraq in 1978. The effect was that illiteracy in the age group 15-45 decreased from 48% in 1978 to 20% in 1987. The campaign slowed down dramatically by the early 1990s. As a result a massive relapse into illiteracy was

reported. Towards the end of 2002, the education authorities in the North began to give serious attention to ways of reducing illiteracy in that region. The authorities will have to consider the illiteracy problem seriously if they are to attain the Education for All goals.

Higher education. Major issues and problems for higher education institutions and faculty include:

- insufficient infrastructure and facilities, such as laboratories and libraries
- insufficient equipment, for example, in engineering and science faculties, and in technical institutes
- a need for establishing channels of communication among faculty both inside Iraq and with foreign scholars
- weak relationship between higher education and the labour market
- the need for a comprehensive review of the systems of management of higher education, including the adaptation of curricula and course content to the changing economic situation
- Diminishing state support for students, and other economic constraints, -and the need to encourage mobilisation of local and private sector resources.

4.2 THE PATH FORWARD

The challenges of educational rehabilitation and reconstruction will place great demands on the Iraqi educational managers and educators, given the weakening of the system in the 1990s. In order to achieve the rapid return to normalcy which Iraqi families desire, external partners will play a vital supporting role. However, their actions must be based upon the principle of national ownership. Moreover, the process of consensus-building regarding education policy and the renewal of the national education system can provide an important bridge between the different sections of Iraqi society.

The immediate task is to restore the confidence of the Iraqi population in their education system, thereby creating a sense of normality and hope in the future of their country. **Reactivating the functioning of the education institutions and the completion of the current academic year (September 2002- May 2003), interrupted by the conflict in mid-March, will be an important step in this direction.** Examinations are normally held in May, with examination papers for schools being set by the Ministry of Education in Baghdad. The provision of basic materials and minimum conditions for holding of examinations (particularly for grades 6, 9 and 12, corresponding to the end of the primary, intermediate and preparatory cycles of education) are prerequisites for the successful completion of the ongoing school year. At the higher education level, each academic institution will need to develop its own modalities for coping with the current crisis. The completion of the academic year 2003/2004 will enable the national authorities to prepare the planning of the school year 2003/2004.

Concurrently there will need to be a rapid assessment of the most urgent needs to cope with damaged infrastructure and loss of educational and office materials and

equipment. The process of needs assessment will in fact have several phases, from the first task of rendering the education authorities operational and completing the current school year, to the tasks of preparing schools and colleges for the academic year 2003/2004, and to creating a database that will permit the renewal of educational infrastructure and facilities in general over the medium term future.

During this normalization process, it will be important to address the psychosocial needs of children through compensatory programmes, and to encourage youth, and especially girls, to reintegrate into the education system.

In subsequent or concomitant stages covering **rehabilitation and reframing of the education system**, critical areas will include review of national education policies and structures, curriculum reform, textbook review, renewal of teacher education, streamlining and decentralisation of education management, and the introduction of new technologies. The renewal of curricula and textbooks (which have remained substantially unchanged for some considerable time and are not adapted to modern pedagogy) will be a continuing process taking several years, beginning with a first generation of revised textbooks for use during the next school year. The first steps must be taken towards capacity building to support the development of a modern curriculum framework, and textbook development updated in terms of content and methodology as well as supportive of international norms and standards in terms of promoting universal values, peace and tolerance, human rights, gender equity and environmental sustainability.

National ownership of these various processes will require the mobilisation of national expertise and participation of all stakeholders through national policy dialogue and consultations and specialized commissions, since the objectives are long term.

In the **reconstruction** phase, there will need to be a strengthening of the capacities of the Education Ministries and educational administration at governorate and district levels. Educational planning and management requires appropriate skills and data, to ensure the optimum utilisation of all available resources. The protracted isolation of Iraqi administrators, the poor quality of data, the constraints of a highly centralised system and associated bureaucracy, mean there will be a major need for capacity building. Institutional renovation and development will need to be pursued at central level, the governorates and local districts. All educational institutions and programmes, both formal and non-formal, will require attention. Training both within Iraq and outside will need to be provided in areas such as: educational planning and management, database systems, educational management information systems (EMIS), human resource development, monitoring implementation and evaluation.

As noted above, renewal of curricula and textbooks will be a continuing task for the Iraqi authorities in order to meet the immediate and long term development needs of the country. The curriculum development process has to be anchored in the cultural and social traditions of Iraq, through an extended and continuous process of consultation with society at large and educators at all levels. Qualified Iraqi expatriates should be encouraged to return and share their knowledge with their colleagues. New dimensions such as sustainable development, universal values and

international commitments will need to be introduced not only to curriculum writers but to all participants in the consultation process. The renewal of pedagogy will likewise be a challenge for the medium term, entailing a major process of in-service training of existing teachers together with renewal of pre-service teacher training curricula and textbooks.

Great care must be taken at all stages of the post-conflict educational response to ensure that the institutions of higher education are given the support they need for the process of modernisation, including updated approaches to governance as well as course content and pedagogy, together with infrastructure renewal and provision of needed facilities. The graduates from higher education institutions will in the longer term chart the course of the society, through their professional skills and role as opinion leaders. It is essential in any post-conflict situation to enable young people to address themselves seriously to their studies, as a stabilising factor in the social and political life of families and the country.

The international community should provide support to Iraq in regaining its previous levels of educational performance and assist the national education authorities in achieving the Dakar goals of Education for All, including access and quality dimensions, and in preparing its young people to assume their role as responsible citizens in a democratic society. The national authorities will need to ensure that despite the post-conflict difficulties, there is a coherent and sector wide approach to educational rehabilitation and reconstruction, so that the process of educational renewal can contribute to consolidating national unity and the reconciliation process.

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ANNEX 2: EDUCATIONAL DATA

This section compiles existing data on the status of education in Iraq up till the start of the conflict in early 2003. The main focus has been placed on identifying the most recent country-wide figures, but some time series and break downs for governorates have been included.

The data is selected from official Government of Iraq publications, UN statistics as well as various studies and reports. Note that data from the period before 1991/92 will often include all 18 governorates, while data from 1991/92 and later often will refer either to the three northern governorates (North) or the 15 governorates in the Centre/South.

Additional information on the development and pre-crisis state of the educational sector in Iraq can be found in the reference list.

Notes

The Gender Parity Index (GPI) is presented as the ratio of a given indicator for females to the corresponding indicator for males.

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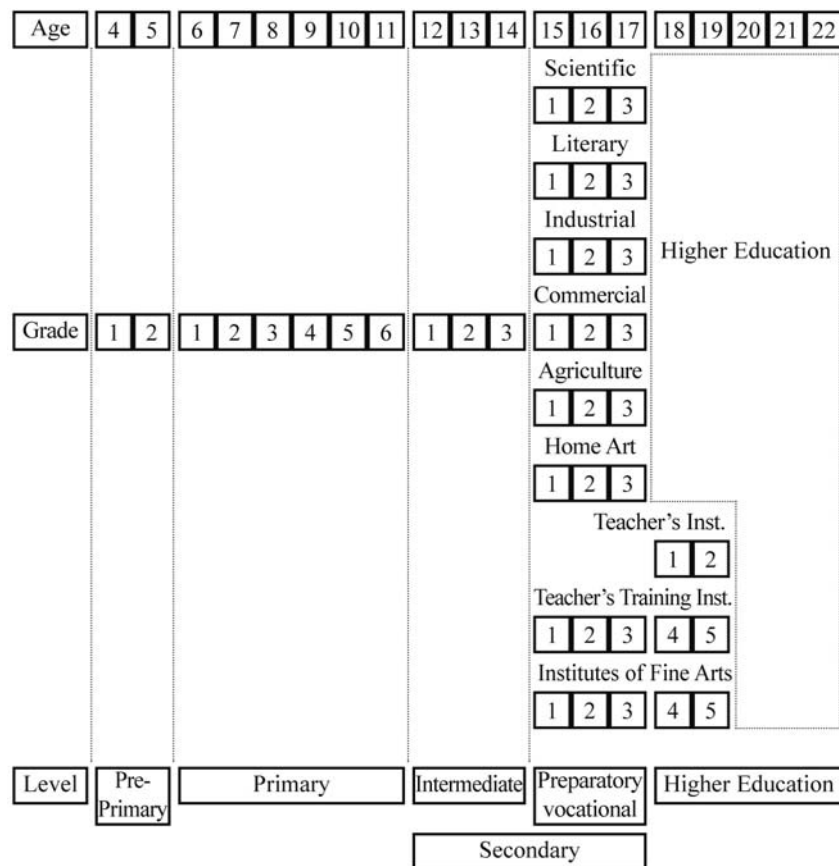
GENERAL EDUCATIONAL DATA

Table A 1 Background Statistics On Population, 1995

Population	Annual Average Growth Rate (%)	Life Expectancy at Birth (years)
22,335,310	2,9	59

Source: [ref 28]

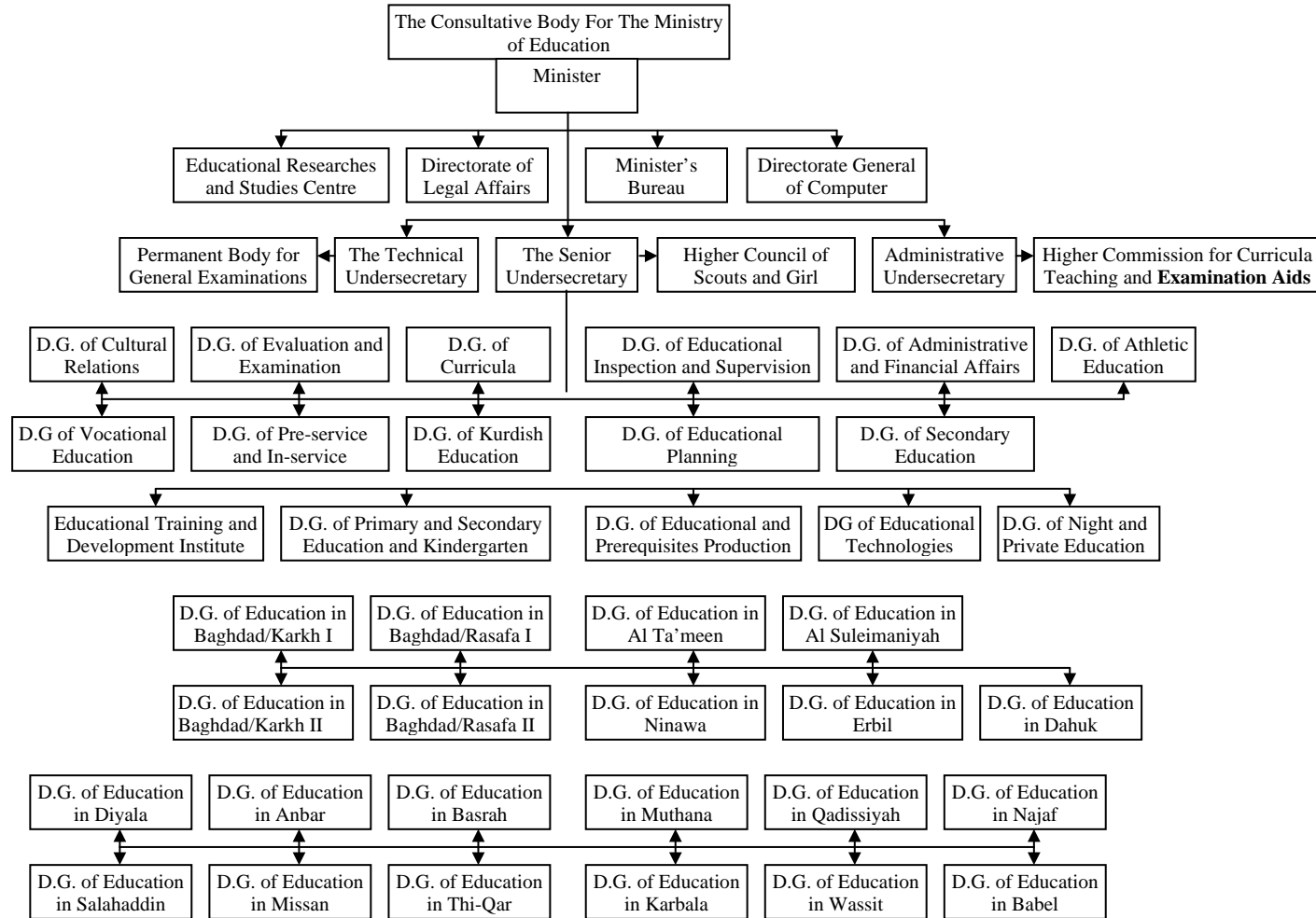
Figure A 1 The Educational Ladder In Iraq According To Age And Grade



Source : [ref 5]

Note: * Presumed to be for Centre/South only

Figure A 2 Organizational Structure Of The Ministry Of Education, 1998



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Source : [ref 5]

Note : D.G. is an abbreviation of Directorate Generale

Figure A 3 Organizational Structure Of The Ministry Of Higher Education And Scientific Research, 1998

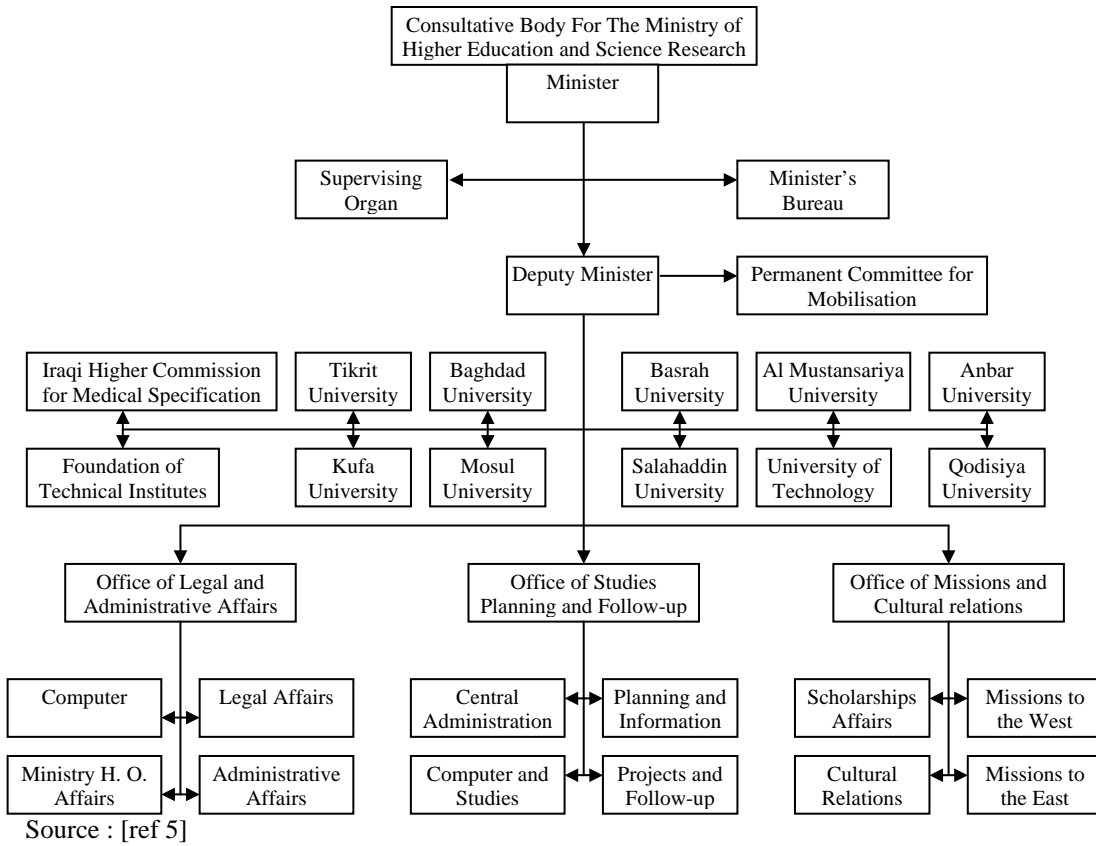


Table A 2 Statistical Summary Of Education In Iraq By Sex And Educational Level, 1999/2000 (Centre/South)

	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	Vocatio	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	Institutes	37452	25795	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 5]

Table A 3 Human Resources In Pre-Primary, Primary And Intermediate Education, 1990/91 And 1999/2000

Pre-Primary Education				Primary Education				Intermediate Education	
Pupil/teacher ratio		Female teachers (%)		Pupil/teacher ratio		Female teachers (%)		Pupil/Teacher ratio	Female teachers (%)
1990/91	1999/00*	1990/91	1999/00*	1990/91	1999/00*	1990/91	1999/00*	1990/91	1999/00*
18	15	100.0	100.0	25	21	70.1	72.5	22	76.6

Source: [ref 27] (Table 8)

Note: * presumed to be for Centre/South only

Table A 4 Budget Allocation For Education As Percentage Of Gross National Product

1970	1980	1987	1990	1991
5.2%	4.1%	3.2%	3.3%	6.0%

Source : [ref 22, 30]

Table A 5 Percentage Distribution Of Educational Budget By Educational Level 1988/89 and 1991/92

Level	1988/89	1991/92*
Pre-Primary	2%	2.5%
Primary	47%	53.3%
Secondary and Vocational	28%	23.6%
Higher Education	20%	24.6%

Source: [ref 30]

Note: * Presumed to be for Centre/South only

Table A 6 Distribution Of Planning Staff In 1990 And 1999 By Level Of Qualification (Centre/South)

Level of Qualification	Central Level*		Regional Level		Total	
	1990	1999**	1990	1999**	1990	1999**
Ph.D.	3	1	-	1	3	2
M.A.	5	4	2	2	7	6
B.A. + Higher Diploma	40	19	145	91	185	110
Less B.A.	5	2	121	114	126	116
Total	53	26	268	208	321	234

Source: [ref 30]

Notes: * Presumed to be at the MOE and MOHE

** Presumed to be for Centre/South only

Table A 7 Evolution Of Teaching Force 1971/72-1998/99 In Primary And Secondary Education

Year		Primary			Secondary			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1971/72	No	36012	18290	54302	9022	4604	13626	45034	22894	67928
	%	66.3	33.7	100	66.2	33.8	100	66.3	33.7	100
1981/82	No	47489	50933	98422	16641	11812	28453	64130	62745	126875
	%	48.3	51.7	100	58.5	41.5	100	50.5	49.5	100
1991/92*	No	34434	85629	120063	17392	25262	42654	51826	110891	162717
	%	28.7	71.3	100	40.8	59.2	100	31.9	68.1	100
1995/96*	No	42185	103270	145455	22916	29477	52393	65101	132747	197848
	%	29.0	71.0	100	43.7	56.3	100	32.9	67.1	100
1998/99*	No	39617	101962	141579	22912	32526	55438	62529	134488	197017
	%	28.1	71.9	100	41.4	58.7	100	31.7	68.3	100

Source: [ref 30]

Note: * Presumed to be for Centre/South only

PRE-PRIMARY

Table A 8 Number Of Pre-Primary Schools, Children And Teachers, 1990/91-2001/2002 (Centre/South)

Year	Teachers	Children			Schools
		Total	Female	Male	
1991/92	4598	79006	38014	40992	580
1992/93	4778	90836	43656	47180	578
1993/94	4919	95011	45849	49162	580
1994/95	4972	93028	45220	47808	576
1995/96	4841	85024	41135	43889	571
1996/97	4842	73718	35917	37801	569
1997/98	4692	70585	24720	35865	566
1998/99	4595	68169	33055	35114	564
1999/2000	4517	67701	33106	34595	563
2000/2001	4404	64380	31607	32773	565
2001/2002	4492	68377	33343	35034	566

Source: [ref 20] (Table 11/1)

Note: Additional data exist for each governorate in Centre/South for the academic year 2000/2001 and 2001/2002 ([ref 20] (Table 11/2))

Table A 9 Number Of Pre-Primary Schools, Students And Teachers, 1996/97 And 2000/2001 (North)

Year	Schools	Students	Teachers	Student/ Teacher ratio
1996/97	51	7343	501	15
2000/2001	66	8894	623	14

Source: [ref 31]

Table A 10 Gross Enrolment Ratio (GER) for Pre-Primary

	Male	Female	Total	GPI**
1990/91	7.7	7.4	7.6	0.96
1999/2000*	5.7	5.7	5.7	1.00

Source: [ref 27] (Table 4)

Note: * Presumed to be for Centre/South only

** Gender partition Index

PRIMARY

Table A 11 Study Plan For Primary Education, Number Of Periods Per Subject

Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Islamic Education	4	4	4	4	4	4
Arabic Language and Calligraphy	11	11	11	11	7	7
English Language	-	-	-	-	4	4
Mathematics	6	6	6	6	5	5
Civics	-	-	-	3	1	1
History	-	-	-	-	2	2
Geography	-	-	-	-	2	2
Social and Moral Education	1	1	1	1	-	-
Science	4	4	4	3	3	3
Agricultural Education	-	-	-	1	1	1
Art Education	2	2	2	2	1	1
Physical Education	3	3	3	2	2	2
Music and Anthems	1	1	1	1	1	1
Family Education	-	-	-	-	1	1
Total	32	32	32	34	34	34

Source : [ref 5]

Note:

- Double-shift schools follow the above-mentioned plan.
- Two class periods are allotted to agricultural education in rural schools, provided that the second class period is taken from science class periods in the fourth, fifth and sixth classes.
- Christianity is taught two class periods a week in schools where the majority of students are Christians.
- Students practise extracurricular activities in the practical, artistic and athletic fields according to a schedule to be prepared for this purpose.

Table A 12 Population Of Primary School Age, 1990, 1999

Age group	School Age Population (thousands)		Primary Pupils Over age (%) 1999/2000*		
	1990	1999*	Total	Male	Female
6-11	2990	3583	6.4	8.3	6.2

Source [ref 27] (Table 6)

Notes: * Presumed to be for Centre/South only

Table A 13 Number Of Schools, Pupils And Teachers At Primary Level, 1989/90-2000/2001

Year	Teachers	Number of Pupils					Schools
		Total	% (female)	Female	%(male)	Male	
1988/89	138777	3023139	44.2	1334807	55.8	1688325	8052
1989/90	138729	3238283	44.3	1433641	55.7	1804642	8472
1990/91	134081	3328212	44.5	1479897	55.5	1848315	8917
1991/92*	120063	2824556	44.9	1267584	55.1	1556972	7980
1992/93*	131271	2857467	44.7	1277056	55.3	1580411	8003
1993/94*	133196	2902239	44.7	1295906	55.3	1606333	7988
1994/95*	139947	2913533	44.6	1298973	55.4	1614560	8058
1995/96*	145455	2903923	44.8	1301852	55.2	1602071	8145
1996/97*	141178	2953777	44.8	1322622	55.2	1631155	8301
1997/98*	141935	3029386	44.6	1351421	55.4	1677965	8333
1998/99*	141579	3128368	44.5	1392892	55.5	1735476	8354
1999/2000*	154642	3225057	44.5	1433950	55.5	1791107	8505
2000/2001*	158468	3385138	44.2	1496603	55.8	1888535	8749

Source: [ref 20] (Table 11/3)

Note: In 1999/2000 the number of female students has been approximated to 1433950 rather than 143395 and the total number of students corrected accordingly, due to tabulation errors in the original document

* Presumed to be for Centre/South only

Table A 14 Number Of Primary Schools, Students And Teachers, 1996/97 And 2000/2001 (North)

Year	Schools	Students Number	Teachers Number	Student/Teacher ratio
1996/97	1911	489658	22530	22
2000/2001	2960	646208	32182	20

Source: [ref 31]

Table A 15 Number Of Primary School Pupils By Grade, 2001/2002 And Projection 2002/2003 To 2005/2006 (North)

	School year	Data collected	Forecast			
		2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Grade 1	New students	87,895	91,811	95,917	100,225	104,743
	Repeaters		11,088	11,669	12,257	12,752
	Total	116,833	102,898	107,586	112,481	117,495
Grade 2	New students		105,745	91,229	95,330	99,729
	Repeaters		11,088	11,427	10,669	11,104
	Total	113,662	116,834	102,657	105,999	110,833
Grade 3	New students		102,574	105,406	91,987	94,895
	Repeaters		7,462	7,868	8,140	7,194
	Total	105,024	110,035	113,274	100,127	102,089
Grade 4	New students		97,562	102,168	105,134	92,933
	Repeaters		12,487	12,375	12,759	13,111
	Total	110,403	110,049	114,543	117,892	106,044
Grade 5	New students		97,916	97,675	101,784	104,781
	Repeaters		26,519	30,440	31,126	31,698
	Total	111,209	124,435	128,115	132,910	136,479
Grade 6	New students		84,690	93,994	96,989	101,212
	Repeaters		18,625	27,489	32,275	34,408
	Total	70,655	103,315	121,484	129,265	135,620
Total	New students		580,298	586,390	591,448	598,293
	Repeaters		87,269	101,268	107,226	110,267
	Total	627,786	667,567	687,658	698,674	708,561

Source: [ref 33]

Table A 16 Number And Type Of Primary Schools, 2000/2001 (Centre/South)

Number of schools by category			Number of schools (gender)			
Total	Night Schools	Day Schools	Total	Mixed	Female	Male
8749	8	8741	8749	6368	1071	1310

Source: [ref 20] (Table 11/4)

Note: Similar data exist for each governorate in the Centre/South

Table A 17 Number Of Pupils And Teachers In Primary Schools, 2000/2001 (Centre/South)

	Male	Female	Total
Number of pupils admitted	346445	298918	645363
Number of pupils in all classes	1888535	1496603	3385138
Number of teaching staff	42825	115343	158168

Source: [ref 20] (Table 11/5)

Note: Similar data exist for each governorate in the Centre/South

Table A 18 Number Of Primary School Pupils By Grade And Sex, 2000/2001 (Centre/South)

	Male	Male (%)	Female	Female (%)	Total
Grade 1	398567	54,5	332722	45,5	731289
Grade 2	349849	55,1	285400	44,9	635249
Grade 3	323280	55,6	258639	44,4	581919
Grade 4	309114	56,4	239090	43,6	548204
Grade 5	320713	57,4	238051	42,6	558764
Grade 6	187012	56,7	142701	43,3	329713

Source: [ref 20] (Table 11/6)

Note: Similar data exist for each governorate in the Centre/South

Table A 19 Entry To Primary Education, 1999/2000 (Centre/South)

Entrance-age population 1999	Gross Intake Rate (GIR) In Primary Education				Net Intake Rate (NIR) In Primary Education			
	Total	Male	Female	GPI	Total	Male	Female	GPI
610,000	116.3	123.3	109.2	0.89	86.7	90.4	82.9	0.92

Source: [ref 27] (Table 5)

Table A 20 School Age Population (thousands), 1990/91 And 1999/2000

Gross Primary Enrolment Ratio (GER) In Primary Level									Net Primary Enrolment Ratio (NER) In Primary Level			
1990/91				1999/2000*				GPI	1999/2000*			
Total	Male	Female	GPI	Total	Male	Female	GPI	Total	Male	Female	GPI	
111.3	120.3	101.8	0.85	101.6	111.4	91.3	0.82	93.1	100.0	85.7	0.86	

Source: [ref 27] (Table 6)

Note: Indicators 1990/91 and 1999/2000 may not be comparable

* Presumed to be for Centre/South only

Table A 21 Percentage Of Over Age Pupils In Primary School, 1999/2000

Primary Pupils Over age (%) 1999/2000*		
Total	Male	Female
6.4	8.3	6.2

Source: [ref 27] (Table 6)

* Presumed to be for Centre/South only

Table A 22 Repetition Rates By Grade In Primary Education, 1999/2000 (Centre/South)

	Total	Male	Female
Grade 1	10.8	11.8	9.6
Grade 2	10.7	12.2	8.8
Grade 3	10.6	12.4	8.4
Grade 4	12.6	14.7	9.8
Grade 5	21.9	24.8	17.9
Grade 6	6.0	7.6	3.8

Source: [ref 27] (Table 9)

Table A 23 Repetition Rates In Primary Level, 1978/79, 1990/91-1997/98

Year	Primary		
	Male	Female	Total
1978/79	7.7	5.6	6.8
1990/91	16.2	12.6	14.6
1991/92*	2.9	19.2	13.6
1992/93*	18.7	13.4	16.3
1993/94*	16.5	12.5	14.5
1994/95*	19.3	17.9	18.7
1995/96*	16.0	11.0	14.0
1996/97*	19.5	11.9	15.0
1997/98*	n.a.	n.a.	n.a.

Source: [ref 30] (Table 1)

Note: * Presumed to be for Centre/South only

Table A 24 Survival Rates in Transition from Primary to Secondary Education, 1998/99*

Transition To Secondary (%)			
Total	Male	Female	GPI
82.3	90.8	71.4	0.79

Source: [ref 27] (Table 10)

Note: * Presumed to be for Centre/South only

Table A 25 Dropout Rates At Primary Level, 1978/79, 1990/91-1997/98

Year	Primary		
	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 30] (Table 2)

Note: May relate only dropout during school year and not include dropout between years

* Presumed to be for Centre/South only

Table A 26 Comparative Indicators Of Efficiency For Three Cohorts Enrolled In Primary Education

Indicators	Cohort I (76/77-91/92)		Cohort II (82/83-91/92)		Cohort III 95/96 – 2004/05)	
	Male	Female	Male	Female	Male	Female
Graduates within ideal period (3 years)	270	343	185	233	175	211
Total number of graduates	804	807	790	779	758	760
Average number of years per graduate	8.7	8.4	8.9	8.6	9.2	8.7
Coefficient of efficiency	0.27	0.34	0.185	0.223	0.175	0.21
System coefficient of efficiency	0.69	0.71	0.67	0.70	0.65	0.68

Source: [ref 30] (Table 3)

Note: Estimates of efficiency are based on actual repetition and dropout rates for the three cohort. Except for the third cohort, which was computed by UNESCO, other cohorts' indicators were computed by MOE

Data after 1990/91 refer to Centre/South

Table A 27 Gender Distribution Of Primary Students Over Governorates, 2000/2001 (Centre/South)

Governorate	Students		
	Male	Female	Female %
Nineveh	215672	160895	42,7
Salah Al-Deen	92579	69718	43,0
Ta'meen	74275	59106	44,3
Diala	118096	95392	44,7
Baghdad	520131	452920	46,5
Anbar	117121	86913	42,6
Babylon	121773	97961	44,6
Kerbela	61653	49284	44,4
Najaf	75268	61235	44,9
Qadisiya	67048	50791	43,1
Muthanna	37975	25014	39,7
Thi-Qar	113289	80421	41,5
Wasit	70117	47703	40,5
Maysan	53402	36401	40,5
Basrah	150136	122849	45,0
Total	1888535	1496603	44,2

Source: [ref 20] (Table 11/5)

SECONDARY

Table A 28 Study Plan For The Intermediate Stage

Subject	Grade 1	Grade 2	Grade 3
Islamic Education	3	3	3
Arabic Language	6	6	6
English Language	6	5	5
History	2	2	2
Geography	2	2	2
Civics	1	1	1
Mathematics	5	5	5
Algebra	-	-	3
Geometry	-	-	2
General Science	4	-	-
Chemistry	-	2	2
Physics	-	2	2
Biology	-	2	
Man and Human Health	-		2
Art Education	2	1	1
Physical Education and Military training	2	2	2
Total	33	33	33
Family Education for Girls	1	1	1
Total	34	34	34

Source : [ref 5] (Table 3)

Notes:

- Double-shift schools follow the above mentioned plan
- Night schools follow the same plan except for the omission of physical education and military training periods
- Two class periods are allotted to practical activities in the schools applying the vocational arts sections experiment
- Students practice extracurricular activities in the scientific, educational, social, literary, artistic, athletic, agricultural and industrial fields according to a schedule to be prepared for this purpose

Table A 29 Study Plan For The Preparatory Stage Of Secondary Education

Subject	Grade 4 General	Grade 5 Literary	Grade 6 Literary	Grade 5 Scientific	Grade 6 Scientific
Islamic Education	3	3	3	3	3
Arabic Language	5	8	8	4	4
Kurdish Language	-	2	-	2	-
English language	5	6	6	5	5
History	2	3	3	-	-
Geography	2	3	3	-	-
Sociology	-	2	-	-	-
Economics	-	2	3	-	-
Mathematics	3	2	2	6	5
Chemistry	3	-	-	4	4
Physics	3	-	-	4	4
Biology	3	-	-	4	4
Physical Education, Military Training and Civil Defence	1	2	1	2	1
Art Education	1	1	1	1	1
National Education	1	1	1	1	1
Total	32	35	31	36	33
Family Education for Girls	1	1	1	1	1
Health Education for Girls	1	1	-	1	-
Total	34	37	32	38	33

Source : [ref 5] (Table 4)

Notes:

- Double-shift schools follow the above-mentioned plan.
- Night school follow the same plan except for the omission of physical education class periods and adding them to Arabic language class periods.
- Students practise extracurricular activities in the scientific, educational, social and practical fields according to a schedule or this purpose.
- One class period is allotted to national education and added to the study plan of sixth and fifth classes (scientific and literary).

Table A 30 Number Of Schools, Students And Teachers In Secondary Schools, 1990/91-2000/2001

Year	Teachers	Students					Schools
		Total	Female %	Female	Male %	Male	
1990/91	44772	1023710	39.0	398765	61.0	624945	2719
1991/92*	42654	967872	38.9	376596	62.1	591276	2719
1992/93*	48496	992617	38.9	386522	61.1	606095	2540
1993/94*	49783	994384	39.3	390479	60.7	603905	2626
1994/95*	52428	1009105	38.0	383413	62.0	625692	2658
1995/96*	52393	1037482	39.1	406025	60.9	631457	2675
1996/97*	54364	1056929	38.9	411186	61.1	645743	2694
1997/98*	54846	1020823	39.2	400444	60.8	620379	2822
1998/99*	55061	1038303	39.1	406461	60.9	631842	2878
1999/2000*	60225	1051905	38.5	404713	61.5	647192	2941
2000/2001*	62040	1063842	38.8	412789	61.2	651053	3051

Source: [ref 20] (Table 11/7)

Note: * Presumed to be for Centre/South only

Table A 31 Number Of Secondary Schools, Students And Teachers, 1996/97 And 2000/2001 (North)

Year	Schools	Students	Teachers	Student/Teacher ratio
1996/97	419	1118555	6495	18
2000/2001	758	211585	8832	24

Source: [ref 31]

Table A 32 Number Of Secondary School Students And Teachers (by gender), 2000/2001 (Centre/South)

	Total	Male	Female
Number of teaching staff	62810	24293	38517
Number of students	1063842	651053	412789
Number of new students in the first intermediate grade	266337	160665	105672
Number of new students in the fourth general grade	84524	43507	41017

Source: [ref 20] (Table 11/8)

Note: Similar data exist for each governorate in the Centre/South

There are 1065 girls schools, 1447 boys schools and 539 schools catering to both girls and boys

Table A 33 Number Of Secondary School Teachers By Gender, 2000/2001 (North)

Governorate	1996/7		2000/1	
	Teachers	Female %	Teachers	Female %
Dahuk	963	38.0	1264	44.5
Erbil	2619	55.8	3387	56.2
Suleimaniyah	2913	47.4	4181	48.5
Total	6495		8832	

Source: [ref 31]

Table A 34 Gender Distribution Of Secondary Students Over Governorates, 2000/2001 (Centre/South)

Governorate	Students		
	Male	Female	Female %
Nineveh	56055	29500	34,6
Salah Al-Deen	31775	11768	27,0
Ta'meen	23437	14376	39,0
Diala	42048	24096	36,5
Baghdad	212983	168738	41,2
Anbar	37801	14722	28,0
Babylon	35642	21875	38,0
Kerbela	19446	11008	36,0
Najaf	25233	15185	37,6
Qadisiya	21093	13680	39,3
Muthanna	8419	4556	35,1
Thi-Qar	41417	22010	34,7
Wasit	2272	13275	36,9
Maysan	16190	9023	17,3
Basrah	77242	38977	33,5
Total	651053	412789	38,8

Source: [ref 20] (Table 11/8)

Table A 35 Number Of Students In Secondary School By Grade And Sex, 2000/2001 (Centre/South)

	Male	Female	Female %	Total
Grade 1	217,062	121,106	35.8	338168
Grade 2	152,079	89,579	37.1	241658
Grade 3	126,636	74,166	36.9	200802
Intermediate Total	495,777	284,851	36.5	780628
Grade 4	50,329	47,234	48.4	97563
Grade 5 Science	22,715	21,122	48.2	43837
Grade 5 Literary	19,275	15,923	45.2	35198
Grade 6 Science	32,724	25,283	43.6	58007
Grade 6 Literary	30,233	18,376	37.8	48609
Preparatory Total	155276	127938	45.2	283214
Total	651053	412789	38.8	1063842

Source: [ref 20] (Table 11/9)

Note: Similar data exist for each governorate in the Centre/South

Class enrolment rates as a comparison between two consecutive classes:

Second Intermediate / First Intermediate:	71.5%
Third Intermediate / Second Intermediate:	83.1%
Fourth Preparatory / Third Intermediate:	48.6%
Fifth Preparatory / Fourth Preparatory:	81%
Sixth Preparatory / Fifth Preparatory:	134.9%

Table A 36 Number Of Students In Secondary School By Grade And Sex, 2001/2002 (North)

	Male	Female	%(female)	Total
Grade 1	69,903	28,624	29.1	98527
Grade 2	55,414	23,382	29.7	78796
Grade 3	42,815	18,492	30.2	61307
Intermediate Total	168,132	70,498	29.5	238630
Grade 4	23,710	10,616	30.9	34326
Grade 5 Science	9,185	4,004	30.4	13189
Grade 5 Literary	7,023	3,266	31.7	10289
Grade 6 Science	12,644	5,835	31.6	18479
Grade 6 Literary	6,773	3,341	33.0	10114
Preparatory Total	59335	27062	31.3	86397
Total	227467	97560	30.0	325027

Source: [ref 33]

Table A 37 Number Of Repeaters In Intermediate And Secondary School By Grade And Sex, 2001/2002 (North)

		Total	Female
Intermediate	Grade 1	15,661	5,420
	Grade 2	12,294	4,511
	Grade 3	10,521	4,445
	Intermediate Total	38,476	14,376
Secondary	Grade 1	3,866	1,345
	Grade 2 Science	1,103	402
	Grade 2 Literary	491	182
	Grade 3 Science	5,263	2,382
	Grade 3 Literary	1,898	894
	Secondary Total	12,621	5,205
Total		51,097	19,581

Source: [ref 33]

Table A 38 Percentage Of Repeaters In Secondary School By Class And Sex, 2001/2002 (North)

		Total	Female
Intermediate	Grade 1	22.40	18.94
	Grade 2	22.19	19.29
	Grade 3	22.19	24.04
	Intermediate Total	22.88	20.39
Secondary	Grade 1	16.31	12.67
	Grade 2 Science	12.01	10.04
	Grade 2 Literary	6.99	5.57
	Grade 3 Science	41.62	40.82
	Grade 3 Literary	28.02	40.82
Secondary Total	21.27	19.23	
Total		22.46	20.07

Source: [ref 33]

Table A 39 Repetition Rates In Intermediate And Preparatory Stages, 1978/79, 1990/91-1997/98

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 30] (Table 1)

Note: * Presumed to be for Centre/South only

Table A 40 Dropout Rates At Intermediate And Preparatory Level, 1978/79, 1990/91-1997/98

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 30] (Table 2)

Note: May relate only dropout during school year and not include dropout between years

* Presumed to be for Centre/South only

Table A 41 Comparative Indicators Of Efficiency For The Three Cohorts Enrolled In Intermediate Stage

Indicators	Cohort I (76/77-91/92)		Cohort II (82/83-91/92)		Cohort III 95/96 – 2004/05)	
	Male	Female	Male	Female	Male	Female
Graduates within ideal period (3 years)	72	109	189	260	171	175
Total number of graduates	396	472	534	595	520	535
Average number of years per graduate	6.5	4.9	6.8	6.0	6.9	6.2
Coefficient of efficiency	0.07	0.11	0.189	0.26	0.17	0.17
System coefficient of efficiency	0.46	0.61	0.44	0.50	0.43	0.48

Source: [ref 30]

Note:

- Estimates of efficiency are based on actual repetition and dropout rates for the three cohort. Except for the third cohort which is computed by the mission other cohorts' indicators are computed by MOE
- Figures from later than 1990/91 is presumed to be for Centre/South only

Table A 42 Number Of Schools And School Buildings At Secondary Level (North)

Secondary schools	Teacher training and fine arts institutes	Total	Total number of school buildings
677	26	703	363

Source: [ref 21]

Table A 43 Average Number Of Students In Each Class At Intermediate And Preparatory Level, 2001/2002 (North)

Intermediate	Preparatory
32.8	30.9

Source: [ref 21]

Table A 44 Average Secondary Level Classroom Size, 2001/2002 (North)

Less than 25 m ²	Between 25 and 35 m ²
30%	43 %

Source: [ref 21]

Table A 45 Number Of Teachers At Secondary Education, 2001/2002 (North)

Total number of teachers	Teacher / student ratio
11149	1/21

Source: [ref 21]

VOCATIONAL TRAINING

Table A 46 Vocational Education By Branch, 1989/90- 2000/2001

Year	Teachers	Students					Schools			
		Total	Home Arts	Commercial	Technical	Agri-cultural	Total	Commercial	Technical	Agri-cultural
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 20] (Table 11/10)

Note:

- The total number of schools in 2000/2001 has been corrected according to the indicated number of commercial, technical and agricultural schools.
- Similar data exist for each governorate for the academic year 2000/2001 (Center/ South).
- * presumed to be for Centre/South only

Table A 47 Number Of Students Admitted To Vocational Schools In Centre/South And North, 2000/2001

	Industrial		Agriculture		Commerce		Domestic		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Centre/South	14096	741	372	0	555	2694	0	199	18657
North	2498		497		1524		-		6240
Total	17335		889		4773		199		23176

Source : [ref 20, 33]

Note: Data is not available by gender for the North

Table A 48 Number Of Vocational Schools, Students And Teachers, 1996/97 And 2000/2001 (North)

Year	Schools	Students		Teachers		Student/Teacher ratio
		Number	Female %	Number	Female %	
1996/97	32	3264	34.4	885		4
2000/2001	28	4043	40.3	866	34.2	5

Source: [ref 31]

Table A 49 Number Of Vocational Schools, Students And Teaching Staff, 1997/1998, 2000/2001 (Centre/South)

Year	Teachers	Students	Student/Teacher Ratio	Schools
1997/1998	7392	71437	9,7	249
2000/2001	6601	61861	9,4	236

Source: [ref 20] (Table 11/11)

Table A 50 Number Of Vocational Schools, New Admissions And Total Students By Sex, 2000/2001 (Centre/South)

Governorate	Number of new students admitted											Schools				
	Total			Home Arts		Commercial		Technical		Agricultural		Total	Domestic Arts	Commercial	Technical	Agricultural
	Total	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male					
Nineveh	591	36	555	-	-	36	102	-	442	-	11	14	-	5	810	1
Salah Al-Deen	452	20	432	-	-	20	5	-	427	-	-	12	-	1	11	-
Ta'meen	980	143	837	8	-	121	29	14	808	-	-	12	-	3	9	-
Diala	1133	219	914	-	-	21	78	198	836	-	-	11	-	1	10	-
Baghdad	7152	2126	5026	-	-	1728	56	398	4963	-	7	90	-	24	59	1
Anbar	829	41	788	-	-	-	50	41	718	-	20	15	-	2	12	1
Babylon	1185	303	882	169	-	134	22	-	768	-	92	12	-	4	6	2
Kerbela	516	64	452	-	-	24	39	40	394	-	19	8	-	2	5	1
Najaf	727	35	692	-	-	-	-	35	657	-	35	6	-	-	5	1
Qadisiya	477	68	409	-	-	68	-	-	364	-	45	7	-	1	5	1
Muthanna	351	54	297	-	-	54	27	-	270	-	-	5	-	2	3	-
Thi-Qar	885	221	664	-	-	221	-	-	544	-	120	9	-	2	6	1
Wasit	407	37	370	22	-	-	28	15	330	-	12	11	1	-	10	-
Maysan	746	105	641	-	-	105	46	-	584	-	11	8	-	2	5	1
Basrah	2226	162	2064	-	-	162	73	-	1991	-	-	16	-	5	11	-
	18657	3643	15023	199	-	2694	555	741	14096	-	372	236	1	60	165	10

Continued

Governorate	Students in all classes										
	Total			Home Arts		Commercial		Technical		Agricultural	
	Total	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Nineveh	2242	85	2157	-	-	85	317	-	1803	-	37
Salah Al-Deen	1769	52	1717	-	-	52	74	-	1643	-	-
Ta'meen	3310	344	2966	34	-	266	188	44	2778	-	-
Diala	3786	675	3111	-	-	21	288	654	2817	-	6
Baghdad	22651	5798	16853	-	-	4253	228	1545	16552	-	73
Anbar	2752	92	2660	-	-	-	193	92	2397	-	70
Babylon	3638	661	2977	418	-	243	43	-	2605	-	329
Kerbela	1813	173	1640	-	-	76	119	97	1440	-	81
Najaf	2872	96	2776	-	-	-	-	96	2640	-	136
Qadisiya	1848	321	1527	-	-	320	-	1	1287	-	240
Muthanna	1222	113	1109	-	-	113	87	-	1022	-	-
Thi-Qar	3225	387	2838	-	-	387	-	-	2258	-	580
Wasit	1691	128	1563	61	-	-	97	97	1361	-	105
Maysan	2563	322	2241	-	-	322	156	-	2015	-	70
Basrah	6479	415	6064	-	-	4000	245	15	5819	-	-
	61861	9662	52199	-	-	6538	2035	2611	48437	-	1727

Source: [ref 20] (Table 11/12)

Table A 51 Number Of Teaching Staff In Vocational School By Sex, 2000/2001 (Centre/South)

	Male	Female	Total
Home Arts	-	32	32
Commercial	168	789	957
Technical	3129	2234	5363
Agricultural	185	54	239
Grand Total	3482	3109	6591

Source: [ref 20] (Table 11/13)

Note: Similar data exist for each governorate in Centre/South.

Table A 52 Number Of Drop-Out And Failed Students In Vocational Schools, 2000/2001 (Centre/South)

	Male	Female	Total
Number of drop-out students	909	295	1204
Number of failed students	10131	845	10976
Total	11040	1140	12180

Source: [ref 20] (Table 11/14)

Note: Additional data exist for each governorate in Centre/South.

TEACHER TRAINING

Table A 53 Number Of Students And Teaching Staff In The Teacher Training Institutes And Central Teacher Training Institutes, 1994/95-2000/2001 (Centre/South)

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	3121	1540	35
1996/97	1400	806	594	23714	14078	9636	5346	3448	1898	35
1997/98	1446	877	569	30567	19496	11071	7893	5158	2735	54
1998/99	1570	991	579	40100	26259	13841	10156	6773	3383	81
1999/2000	1602	1048	554	48025	30298	17727	13566	8443	5123	107
2000/2001	1716	1107	609	56747	34265	22482	13416	8117	5299	139

Source: [ref 20] (Table 11/15)

Note:

- The duration of study at the teacher training institutes is five years after intermediate school level
- The duration of study at the central teachers training institutes is two years after secondary school level
- Excluding data of Northern governorates, 1997/98-2000/2001

Table A 54 Teachers Training Institutes, Number Of Students And Teachers, 2000/2001 (Centre/South)

	Male	Female	Total
Number of teaching staff	593	1091	1684
Number of students in all classes	13176	29252	42428
Number of students admitted	1923	6349	8272
Number of institutions			97

Source: [ref 20] (Table 11/16)

Note: Similar data exist for each governorate in Centre/South.

Table A 55 Central Institutes For Teacher Training Institutes Schools, Number Of Students And Teaching Staff, 2000/2001 (Centre/South)

	Male	Female	Total
Number of teaching staff	16	16	32
Number of students in all classes	9306	5013	14319
Number of students admitted	3376	1768	5144
Number of institutions			42

Source: [ref 20] (Table 11/17)

Note: Similar data exist for each governorate in Centre/South.

Table A 56 Number Of Drop-Out And Failed Students In The Central Institute For Teachers Training, 2000/2001 (Centre/South)

	Male	Female	Total
Drop-out students	870	71	941
Failed students	988	102	1090
Total	1858	173	2031

Source: [ref 20] (Table 11/18)

Note: Additional data exist for each governorate in Centre/South.

Table A 57 Number Of Teacher Training Institutes, Students And Teachers, 1996/97 And 2000/2001 (North)

Year	Schools	Students	Teachers	Student/Teacher ratio
1996/97	14	5612	374	15
2001/2002	15	7058	309	22

Source: [ref 31, 26]

NON-FORMAL EDUCATION

Table A 58 Adult Literacy (age over 15)

	Adult Literacy Rate (%)		Number of Illiterates (in thousands)	
	1990	2000*	1990	2000*
Male	51.3	54.9	2377	3057
Female	19.7	23.3	3821	5070
Total	35.7	39.3	6198	8125

Source: [ref 27] (Table 2)

Note: * Presumed to be for Centre/South only

Table A 59 Youth Literacy (age 15-24)

	Literacy Rate (%)		Number of Illiterates (in thousands)	
	1990	2000*	1990	2000*
Male	56.4	59.3	776	962
Female	24.9	29.1	1283	1593
Total	41.0	44.6	2059	2554

Source: [ref 27] (Table 3)

Note: * Presumed to be for Centre/South only

HIGHER EDUCATION

Table A 60 Summary Of Statistics For Higher Education

	Students			Teachers		
	Total	Male	Female	Total	Male	Female
Centre/South	297292	195530 65,8%	101762 34,2%	13167	8686 66,0%	4481 37,0%
North	20701	N.A.	N.A.	1576	N.A.	N.A.
Total	317993	N.A.	N.A.	14743	N.A.	N.A.

Source: [ref 20] & [ref 2]

Table A 61 Number Of Universities, Students And Teachers, 1996/97, 2000/2001 (North)

Year	Universities	Students	Teachers	Student/Teacher ratio
1996/97	3	11468	661	17
2000/2001	3	18669	1133	16

Source: [ref 31]

Table A 62 Number Of Technical Institutes, Students And Teachers, 1996/97, 2000/2001 (North)

Year	Institutes	Students		Teachers		Student/Teacher ratio
		Number	Female %	Number	Female %	
1996/97	4	2642	39.3	119	20.2	22
2000/2001	8	3456	47.3	251	35.9	14

Source: [ref 31]

Table A 63 Number Of Students In The Universities And Technical Institutes By Sex And Nationality, 1990/91-2000/2001

Year	Total			Foreign			Non-Iraqi Arab			Iraqi		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
1990/91	179542	63102	116440	62	12	50	4058	823	3235	175422	62267	113155
1991/92*	197786	69704	128082	56	10	46	4725	986	3739	193005	68708	124297
1992/93*	197437	68180	129257	69	6	63	5153	999	4154	192215	67175	125040
1993/94*	186140	64030	122110	94	11	83	5515	855	4660	180531	63164	117367
1994/95*	201984	69326	132658	52	10	42	7011	859	6152	194921	68457	126464
1995/96*	232896	78294	154602	42	10	32	7210	896	6314	225644	77388	148256
1996/97*	257278	86791	170487	35	8	27	7111	894	6217	250132	85889	164243
1997/98*	266505	91160	175345	46	14	32	7329	926	6403	259130	90220	168910
1998/99*	278785	94190	184595	127	4	123	8187	1022	7165	270471	93164	177307
1999/00*	273991	93304	180687	121	4	117	8275	1106	7166	265595	92191	173404
2000/01*	277195	96561	180634	122	1	121	8464	1157	7307	268609	95403	173206
2001/02*	297292	101762	195530	154	3	151	8823	1302	7521	288315	100457	187858

Source: [ref 20] (Table 11/19)

Note: * Presumed to be for Centre/South only

Table A 64 Number Of Students In The Technical Education Commission And Private Colleges, 2000/2001 (Centre/South)

Institution	Iraqi		Non-Iraqi Arab		Foreign		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Universities	171963	92513	7124	1231	151	3	179238	93747	272985
Private colleges	15895	7944	397	71	-	-	16292	8015	24307
Total of universities and private colleges	187858	100457	7521	1302	151	3	195530	101762	297292

Source: [ref 20] (Table 11/20)

Note: Additional data exist for each university and private college in Centre/South.

Table A 65 Number Of Students Admitted At Universities, Technical Educational Commissions And Private Colleges, 1990/91-2001/002

Year	Total			Foreign			Non-Iraqi Arab			Iraqi		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
1990/91	49992	19229	30763	10	3	7	1485	315	1170	48497	18911	29586
1991/92*	56789	23693	33096	11	2	9	1293	241	1052	55485	23450	32033
1992/93*	53963	21063	32898	37	2	35	1658	277	1381	52268	20786	31482
1993/94*	52455	18628	33827	59	9	50	1971	256	1715	50425	18363	32062
1994/95*	73777	25721	48056	30	5	25	2697	263	2334	71050	25453	45597
1995/96*	82788	26528	56260	11	1	10	2016	225	1791	80761	26302	54459
1996/97*	80784	27612	53172	20	4	16	1655	274	1381	79109	27334	51775
1997/98*	82519	27367	55152	16	6	10	2163	299	1864	80340	27062	53278
1998/99*	88668	27937	60731	56	1	55	2382	265	2117	86230	27671	58559
1999/00*	75408	25504	49904	22	2	20	2466	330	2136	72920	25172	47748
2000/01*	80872	27355	53517	33	1	32	2142	329	1813	78697	27025	51672
2001/02*	92467	30784	61683	41	1	40	2408	367	2041	90018	30416	59602

Source: [ref 20] (Table 11/21)

Note* Presumed to be for Centre/South only

Table A 66 Number Of Students Admitted At Universities And Technical Education Commission And Private Colleges, 2000/2001 (Centre/South)

Institution	Iraqi		Non-Iraqi Arabs		Foreign		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Universities	56081	28278	1920	349	40	1	58041	28628	86669
Private colleges	3521	2138	121	18	-	-	3642	2156	5798
Total of universities and private colleges	59602	30416	2041	367	40	1	61683	30784	92467

Source: [ref 20] (Table 11/22)

Note: Similar data exist for the individual institutions for the academic year of 2000/2001.

Table A 67 Teaching Staff At Universities And Technical Education Commission And The Private Colleges, 2000/2001

Year	Total			Foreign		Non-Iraqi Arab		Iraqi	
	Total	Female	Male	Female	Male	Female	Male	Female	Male
1990/91	10548	2371	8177	5	39	16	130	2350	8008
1991/92*	10520	2444	8076	1	2	14	74	2429	8000
1992/93*	10592	2444	8076	1	-	14	81	2502	7994
1993/94*	11971	2517	8075	2	-	15	88	2811	8875
1994/95*	11847	2944	8903	1	-	15	81	2928	8822
1995/96*	11685	3011	8674	1	-	12	70	2998	8604
1996/97*	11986	3189	8797	1	-	12	66	3176	8731
1997/98*	12101	3345	8756	1	-	13	52	3331	8704
1998/99*	11993	3450	8543	2	-	10	49	3438	8494
1999/00*	12068	3677	8391	-	-	9	50	3668	8341
2000/01*	12402	3996	8406	-	-	11	47	3985	8359
2001/02*	13167	4481	8686	1	-	15	54	4465	8632

Source: [ref 20] (Table 11/23)

Note* Presumed to be for Centre/South only

Table A 68 Teaching Staff By Universities, Technical Education Commission And The Private Colleges, 2001/2002 (Centre/South)

Institution	Iraqi		Non-Iraqi Arab		Foreign		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Universities	8319	4325	52	14	-	1	8371	4340	12711
Private colleges	313	140	2	1	-	-	315	141	456
Total of universities and private colleges	8632	4465	54	15	-	1	8686	4481	13167

Source: [ref 20] (Table 11/24)

Note: Additional data exist for the individual institutions for the academic year of 2001/2002

Table A 69 Number Of Students Graduated At Universities, Colleges And Technical Institutes, 1989/90-2000/2001

Year	Total			Foreign			Non-Iraqi Arab			Iraqi		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
1989/90	43683	16227	27458	13	4	9	705	200	505	42967	16023	26944
1990/91	38233	16712	21521	4	-	4	661	138	523	37568	16574	20994
1991/92*	37240	17381	19859	11	2	9	710	152	558	36519	17227	19292
1992/93*	38054	17514	20540	7	2	5	782	191	591	37265	17321	19944
1993/94*	43347	16395	26952	9	1	8	827	165	662	42511	16229	26282
1994/95*	35274	13737	21537	11	1	10	833	160	673	34430	13576	20854
1995/96*	33653	13629	20024	11	1	10	996	169	827	32646	13459	19187
1996/97*	37917	14723	23194	2	1	1	1183	160	1023	36732	14562	22170
1997/98*	46705	17879	28808	2	1	1	1353	145	1208	45350	17751	27599
2000/01*	50196	18436	31760	16	-	16	1144	189	955	49036	18247	30789

Source: [ref 20] (Table 11/25)

Note: * Presumed to be for Centre/South only

Table A 70 Number Of Students Graduated At Universities, Private Colleges And Foundation Of Technical Institutes, 1999/2000 (Centre/South)

	Iraqi	Non-Iraqi Arab	Foreign	Total
Male	30789	955	16	31760
Female	18247	189	-	18436
Total	49036	1144	16	50196

Source: [ref 20] (Table 11/26)

Note: Additional data exist for the individual institutes

Table A 71 Number And Distribution Of Higher Education Institution, 2001/2002

	Centre/South	North
University	15	3
Technical Colleges	9	0
Technical Institutes	27	11
Specialized Research Centers	10	0

Source: [ref 6]

Table A 72 Number Of Teachers At University Level, 2000/2001 (North)

Universities	Technical institutes
1133	251

Source: [ref 31]

Table A 73 Number Of Students At University Level, 2000/2001 (North)

Universities	Technical institutes
18669	3456

Source: [ref 31]

Table A 74 Student/Teacher And Student/Book Ratios At Universities In Iraq

University	Student/Teacher Ratio	Book/Student Ratio
Baghdad	18	7.5
Basrah	16.8	40.0
Dahuk	11.1	32.0
Kufa	15.3	50.8
Mosul	14.3	12.5
Mustansarya	15	6.7
Qadisia	12.2	25
Saddam	2.9	N.A.
Salahadin(Erbil)	17.3	12.9
Suleimaniyah	15.9	13.7
University of Technology in Baghdad	13	3.7

Source: [ref 34]

Note: Book/Student Ratio is the number of books (volumes) in the university library divided by the number of students

POST GRADUATE

Table A 75 Number Of Postgraduate Students, 2000/2001 (Centre/South)

	Iraqi	Non-Iraqi Arab	Foreign	Total
Male	10324	1017	9	11350
Female	5389	187	-	5576
Total	15713	1204	9	16926

Source: [ref 20] (Table 11/27)

Note: Additional data exist for the individual universities

ANNEX 3: OIL-FOR-FOOD PROGRAMME, UNESCO's CONTRIBUTION

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1 BACKGROUND

In April 1995 the UN Security Council adopted Resolution 986 creating the 'Oil for Food' Programme (OFFP) as 'a temporary measure to provide for the humanitarian needs of the Iraqi people'. The Programme is overseen by the Office of the Iraq Programme (OIP) in New York and the United Nations Office for Humanitarian Coordination in Iraq (UNOHCI). It is implemented in six month Phases which are approved by the Security Council. Additionally, a special committee of the Security Council (the '661' Committee) oversees all imports into Iraq. 72% of the oil revenue funds the humanitarian programme in Iraq (59% for the Centre and South and 13% for the three Northern Governorates).¹⁹ Education is allocated some 3.6% of the revenues for humanitarian response in the Centre/South, and some 7% in the North. The Government of Iraq (GOI) is responsible for implementation in the 15 governorates of the Centre and the South, and the United Nations, on behalf of the Government, in the three Northern governorates of Dahuk, Suleimaniyah and Erbil.



Shahid Jamal Tahir, preparatory school for girls
Constructed by UNESCO

UNESCO began implementation of activities under SCR 986 in January 1997 (Phase I). In 1998 UNESCO signed a Memorandum of Understanding (MOU) with OIP and was designated the lead agency for the education sector in October 1999 in liaison with UNICEF, WHO and HABITAT. In the pursuit of its role under the Programme, UNESCO was guided by the principle that education is a right for all.

Its goal was to support rehabilitation of the education sector, notably by providing assistance in the North "in view of the prevailing circumstances prevailing in the 3 governorates" (Security Council Resolution 986, para 8b) and promoting capacity building to achieve national development goals.

Specifically, UNESCO has fostered improvements in:

- Access and participation in primary, secondary and higher education, particularly for the disadvantaged groups such as girls and those in the rural and depressed areas;
- Quality and increasing student learning and achievement;
- Strengthening institutional capability of the secondary and higher education institutions.

¹⁹ 25% goes to the Compensation Commission in Geneva, 2.2% covers the United Nations costs for administering the programme and 0.8% the administration of the UN Monitoring and Inspection Commission (UNMOVIC).

2 MECHANISM FOR IMPLEMENTATION

Given its goals and objectives, UNESCO organized a team to implement the OFFP as summarized below.

2.1 Structure

UNESCO established its OFFP units at 4 levels:

- (1) the Iraq Coordination Unit, headed by a Programme Manager, in the Division of Educational Policies and Strategies at UNESCO Headquarters in Paris. This provided strategic orientation, planning, monitoring and reporting mechanisms for the Programme, including the organisation of an International Procurement Team, to supervise the procurement and delivery of educational commodities requested by the field units;
- (2) the Office of the Chief of Mission in Iraq, based in Baghdad, which provided professional and administrative support and acted as a conduit to the education ministries in Baghdad and also oversaw the activities of a group of observers monitoring procurement implemented by the Iraqi Government;
- (3) Field Units in Northern Iraq, which consisted of a Coordination Office, headed by the Chief of Operations, and 3 field units in Erbil, Suleimaniyah and Dahuk;
- (4) a Procurement Office in Amman to handle procurement of educational commodities available in the region.

2.2 Human Resources

The UNESCO Oil for Food Programme began in 1997 with a staffing level of 7 international and 20 national staff. As the workload increased, more staff were needed and when the Programme was interrupted in March 2003, UNESCO's OFFP Team comprised 47 international and 90 national specialists and managers. In addition, short term consultants occasionally provided support in special areas.

2.3 Implementation Strategies

The strategies used by the OFFP Team in Iraq to implement the Programme were initially dictated by the prevailing practice of UN agencies during the early years, which basically was supply driven. UN agencies would submit a "shopping list" of educational supplies and materials prepared by local authorities for approval by the GOI and later on by the 661 Committee in New York. Thus, the first four phases of the Distribution Plan containing the humanitarian supplies that were submitted by the GOI and approved by the Secretary-General, were characterized as responding to an emergency situation in Iraq.

Gradually, the Programme moved beyond the emergency goals to ensuring a more sustainable rehabilitation of education particularly in Northern Iraq, following a more demand-driven strategy. UNESCO specialists developed projects, in consultation with local partners, based on a thorough assessment of a sub-sector.

UNESCO used the following approaches in implementing its projects from Phase VII and onward in the North:

- Situation analysis through field visits and stakeholders' consultation aimed at capturing the reality of the environment in order to understand better the real needs of the beneficiaries;
- Documentary analysis to complement the situation analysis for better understanding of the extent of studies and policy decisions that had already been conducted in secondary and higher education;
- Periodic operational planning and review of project activities within UNESCO that served as a gate valve for early monitoring of problems and/or deviations;
- Involvement of local partners and other resource persons in order to ensure transfer of technology;
- Mentoring partners in both secondary and higher education institutions aimed at capacity building in order to increase their skills and knowledge, including enhancing the effectiveness and morale of teachers and school administrators in the field.

In the Centre/South of Iraq, UNESCO convened the UN Education Sector Working Group, including UNICEF and UNOHCI, and coordinated the international monitoring of the government's implementation of the education component of the OFFP. Observation teams comprised both international and local staff from UNESCO, UNICEF and UNOCHI, and were always accompanied by an escort from the Ministry of Education or Higher Education.

Observation mechanisms comprised:

- a) Tracking: Observers visited government warehouses to check on balances of educational commodities received and distributed to educational institutions;
- b) Monitoring and evaluation: Observers visited end-users, namely schools and institutions of higher education, to check on the commodities received and evaluate their adequacy, usefulness and efficiency of distribution.

Reports on the above activities were prepared and submitted to the OIP office in New York on a monthly, quarterly and 6-monthly basis.



College Of Medicine, rehabilitated by UNESCO

3 ACHIEVEMENTS

UNESCO's achievements were a function of its overall objective of supporting the development of education in Iraq, particularly in Northern Iraq, where its OFFP was mandated to implement education projects. Its thrusts revolved around the three-pronged targets of (1) increasing access and participation; (2) enhancing the quality of education and increasing students' learning and achievements; (3) strengthening institutional capacity.

As mentioned earlier, the initial phases of the OFFP were characterised as responding to an emergency situation. Thus, UNESCO's involvement was limited to rehabilitating the educational infrastructure in Northern Iraq, such as constructing and renovating school buildings and providing them with school furniture and educational materials. In the Centre/South, the team of observers continued to monitor the distribution of educational commodities.

In the North, UNESCO began from Phase 5 onward to undertake capacity-building projects such as training of teachers, 'ministry' and school administrators and other education staff members and even students on activities that aimed to strengthen their field-based experience. Other education projects intended to enhance the system's capacity were also implemented, such as rationalising the system's management information system, provision of didactic materials, school mapping, rehabilitation of laboratories, enhancing the system's planning capabilities, labour market survey, teaching aids development, quality assurance study and distance education, amongst others.

3.1 NORTHERN IRAQ

3.1.1 Increased Access to Education

UNESCO's objective was to create the opportunity for increased access and participation in primary, secondary and higher education, particularly for disadvantaged groups such as girls and those from the rural and depressed areas. These projects included construction and rehabilitation of school buildings, the provision of school desks and other school furniture and the provision of educational materials and supplies.



Bardaganaman Intermediate, rehabilitated by UNESCO

3.1.1.1 Construction and Rehabilitation of School Buildings

UNESCO was involved in the construction and rehabilitation of school buildings and other educational facilities from the beginning of the Programme. From Phases 1 to 3, its responsibility covered the construction and rehabilitation of primary and secondary schools. However, starting from Phase 6, UNESCO concentrated on higher education buildings/facilities when it was decided that HABITAT would take over the construction of school buildings for primary and secondary education.

3.1.1.2 Schools

UNESCO completed the rehabilitation a total of 135 buildings, including 88 primary school buildings, 41 secondary school buildings, and 6 buildings of the ‘ministries of education,’. It constructed 11 primary school buildings and 11 secondary school buildings. UNESCO, therefore, was responsible in renovating and/or construction of 157 school buildings for primary and secondary education. Table 1 shows the distribution of the renovated and constructed school buildings by governorate.

Table A Distribution of Renovated and Constructed School Buildings by Governorate Primary and Secondary Education, Phases 1 – 6

Governorate	Rehabilitation			Construction			TOTAL
	PRIMARY	SEC	'MOE'	Primary	SEC	'MOE'	
Dohuk	26	4	0	4	3	0	37
Erbil	35	17	1	4	3	0	60
Suleimaniyah	27	20	5	3	5	0	60
TOTAL	88	41	6	11	11	0	157

In addition to the 157 school buildings that UNESCO had rehabilitated and/or renovated, the ‘education ministries’ in Northern Iraq requested UNESCO to continue its work in the area of construction of school buildings to supplement the work of HABITAT. Thus, the rehabilitation and/or construction of an additional 11 school buildings under Phase VII, Tranche 2, VIII and IX, were on-going in March 2003 (Dohuk, 2; Erbil, 1; and, Suleimaniyah, 11).

It is important to note also that UNESCO was beginning to rehabilitate secondary school classrooms to be converted into computer laboratory rooms, as well as renovating laboratory rooms, when its programmes were suspended in March 2003. Two significant construction projects were also about to start in Suleimaniyah; namely, the construction of an Education Resource Centre intended to house the production of teaching aids for secondary education and an audio-visual and photography laboratory; and, the Vocational Education Complex, which would bring together the existing vocational schools in one compound for easier networking and rational utilisation of workshop facilities.

3.1.1.3 Higher Education

In higher education, UNESCO renovated 13 academic buildings, 6 dormitories, and 1 staff house and constructed 8 buildings (1 building in a university, 3 in the technical institutes, 2 dormitories, a staff house and a library building). In addition, 61 construction projects were on-going in March 2003 (see Table 2). The UNESCO team has been working on a Master Plan for the development of the University of Suleimaniyah aimed at transferring the campus to a much bigger site outside of the city.

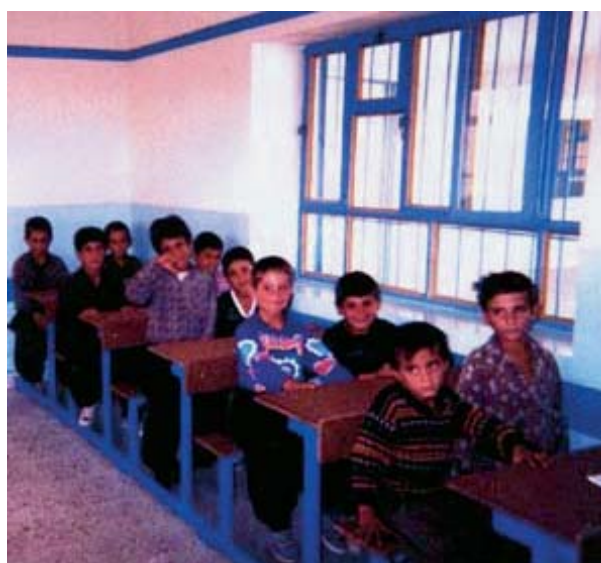
Table B Distribution of Renovated and Constructed School Buildings, Higher Education, Phases VI – IX

Location	Renovated	Constructed	On-going			Total
			Constr.	Renov.	Sub-Total	
University	3	1	12	-	12	16
Technical Institutes	1	3	11	1	12	16
Colleges	9	-	11	1	12	21
Dormitories	6	2	13	1	14	22
Others (staff houses, libraries, cultural centres)	1	2	9	2	11	14
TOTAL	20	8	56	5	61	89

3.1.1.4 Provision of School Desk, Furniture and School Supplies

Schools in Northern Iraq were the recipients of desks, procured internationally and assembled by local contractors, and other furniture produced locally such as teachers' chairs and tables, sofas, amongst others. Student dormitories were also furnished (beds, carpets, sofa sets, tables, etc.). In addition, the 'education departments' and schools were provided with stationery, examination materials, chalk and kerosene heaters.

Supplies valued at \$6,252,931 and \$755,000 have been delivered to secondary and higher education institutions respectively. A total of 152,000 school desks were distributed. An additional 1,500 school desks were being assembled in Suleimaniyah Governorate when the Programme was suspended. In Suleimaniyah, for example, secondary schools and higher education institutions received locally-produced furniture valued at \$ 1,012,517 and \$802,528 respectively.



School desks were designed and locally produced for UNESCO

3.1.1.5 Provision of Transportation for Students

In the Governorates of Erbil and Dohuk, UNESCO hired buses to transport students, mostly at secondary level, to their respective places of study. This included rural students being transported to the nearest secondary school in a small town, and urban students travelling to a secondary school located on the outskirts of the city. In 2000-2001, 7,310 students benefitted from these arrangements, rising to 14,779 students in 2001-2002, allowing them to continue their education. After this project was initiated, enrolment of secondary students coming from the remote and rural areas improved considerably.

In the Governorate of Suleimaniyah, education authorities were not in favour of hiring buses to transport students. Instead, the 'ministry' requested UNESCO to procure buses that they would use in transporting students. Ninety buses, worth \$3.3 million, were being distributed when the Programme was interrupted.

Although it might be difficult to determine the precise impact of UNESCO's intervention on levels of participation in schooling, the rate of student enrolment improved considerably between the years 1996-1997 and 2001-2002: by 17% in secondary education; 5.5% in vocational; 69% in technical institutes; 72% in universities, coinciding with UNESCO's intervention.

3.1.2 Increasing Learning and Student Achievement

Besides supporting the expansion of the education system by widening access, UNESCO implemented projects aimed at improving capacity building, enhancing quality education and increasing student learning and achievement

3.1.2.1 Teacher Training For Secondary Education

Given the large number of secondary schools, UNESCO launched projects to train secondary school teachers, enhancing their knowledge and skills in their respective subject areas and in modern interactive teaching techniques that would make them more effective inside the classroom. The Organisation also supported teacher training centres through provision of computers and other equipment. By the end of 2002, 11,083 teachers had benefited from these training projects.

3.1.2.2 Training, Higher Education

In the universities and technical institutes, UNESCO supported training activities in different areas for faculty members, non-teaching staff and students in the three Northern Governorates. These activities included, among others, courses such as: academic subjects, English language for staff members, computer use and maintenance for university and technical institute staff, technical/vocational training in such subjects as welding, health, environment, safety and computer programming. Staff members who were assigned to handle sophisticated laboratory equipment procured by UNESCO through the programme were also trained. For example, in

Suleimaniyah Governorate, 1,822 faculty members and non-teaching staff were trained in various areas.

3.1.2.3 Support for Fieldwork Programmes

UNESCO supported fieldwork activities (day trips and residential) for students in the three universities to visit different sites to learn the practical components in their respective subjects. These programmes were vital to understanding and applying the concepts and theories learned by students in the classroom.

3.1.2.4 Provision of Books, References and other Didactic Materials

UNESCO supported the provision of textbooks for all the secondary schools in the three governorates. By the end of 2002, UNESCO had supplied \$1,559,397 worth of books to secondary schools, and supported the printing of over 2 million textbooks by the Ministry of Education through provision of paper and other supplies. The organisation also provided textbooks, reference books, periodicals and journals to the universities and the technical institutes. To date, \$ 348,538 worth of books and reference materials had been distributed.



These materials have helped to enhance the quality of higher education programmes.

3.1.2.5 Provision of Laboratory Equipment and Materials

In order to strengthen and improve the quality of science teaching in secondary schools, UNESCO supported the provision of science laboratory equipment and materials to all the secondary schools in the three Northern governorates. By the end of 2002, laboratory equipment valued at \$358,078 had been supplied, helping to improve the quality of science education.

In the higher education sub-sector, UNESCO procured and distributed laboratory equipment and educational supplies valued at \$1,008,604. These equipment and instructional materials have helped to enhance the effectiveness of teaching/learning in these institutions thus leading to the improvement in the quality of educational programmes offered.

3.1.2.6 Provision of Computers

Given the importance of information and communication technology, computers were procured for secondary schools and higher education institutions. By December 2002, computers valued at \$213,318 had been supplied to secondary schools and \$1,521,247 worth of computers for universities and the technical



Computer Lab, delivered by UNESCO

institutes. More computers were under procurement before the Programme was interrupted in March 2003: Computers are currently under procurement for secondary education (\$5,005,996) and higher education (\$1,924,562). The objective was to supply an average of at least 20 computers per school.

3.1.3 Strengthening Institutional Capacity

This objective was directed at strengthening local capacities to plan, co-ordinate, facilitate, implement, monitor and evaluate education programmes.

3.1.3.1 Professional Development of Administrators

UNESCO supported the training of administrators in both the secondary (874) and higher education (71) sectors, focusing on improving supervisory systems, computer training, school building maintenance, education management information system (EMIS), headmasters' training courses, warehouse management and strategic planning.

Institutionalisation of Policy Development and Educational Planning

Starting in 2000, UNESCO assisted in enhancing the skills of education officials in policy development and in the preparation of plans for both the secondary and higher education sectors. In secondary education, UNESCO assisted in shaping a 2-Year Action Plan entitled 'For a Sustainable Rehabilitation for General Secondary, Technical, and Vocational Education,' that mapped out different activities meant to enhance the quality of education programmes. The planned Conference in Education in Suleimaniyah Governorate to legitimize the 2-Year Action Plan had to be postponed. However, UNESCO provided assistance to the planning units at the directorate level by undertaking hands-on activities in the area of education planning.

In the area of policy, strategic planning workshops were conducted in the 3 universities in the North aimed at assisting them in formulating a University Strategic Framework and a One-Year Operational Plan.

Labour Market Survey

UNESCO and local counterparts launched a labour market survey in Suleimaniyah in November 2001, and completed in August 2002. The objective of the survey was to obtain information on different occupational groups in the labour market and use this information to rationalise vocational education training. The results of the survey indicated, among other findings that: 52% of the labour force work in agriculture; there was evidence of presence of child labour; 75% of those surveyed had maximum of primary education or less; and 85 % of those surveyed, did not have appropriate qualifications, indicating, therefore that there was discrepancy between the demands of the labour market and the programmes provided by educational institutions especially vocational and technical education programmes. The local authorities welcomed this study and discussions took place regarding the extension of the same study to the two other governorates. This study recommended review and restructuring of the Technical and Vocational Education Curriculum so that it can provide the individuals with more relevant skills and qualifications needed by the public and private sectors. Although curriculum review could not be carried out under the SCR 986 programme mandate, UNESCO nevertheless made efforts to improve the teaching/learning environment of technical and vocational education, through provision of equipment and training of teachers.

Strengthening Research and Management in Higher Education

Although the possibilities of supporting research activities under the humanitarian programme were limited, UNESCO assisted higher education institutions to enhance their research capability, by providing some funds for rehabilitation of research laboratories and basic research materials. Thematic discussions and interaction with international specialist on relevant topics was also encouraged.



Administration & Economics College

3.1.3.2 School Mapping

UNESCO launched the a School Mapping Project in 2001, to provide detailed school statistics and other relevant education data on schools, needed for proper planning of education.(See Annex 5). Staff in the directorates of planning of the 'ministries of education' were trained in the collection and later the analysis of data. Through the project, data on all schools in the three governorates and their status vis a vis infrastructure, resources and their needs was obtained. Details such as the number and location of all schools in rural, remote and urban areas, number of students per school, gender distribution of staff and students per school, the physical condition of the schools detailing availability of facilities such as electricity, water,



Shorish Preparatory, rehabilitated by UNESCO

sanitation, the additional classrooms required, the number of schools requiring rehabilitation/renovation, the number of new schools that needed to be constructed in each governorate; the number of science laboratories available and required, the number of shifts operated per school, the number of guest schools, promotion and repetition rates, etc. For instance, data indicated that about 30% of all secondary schools did not have any

science laboratories at all; 42% of secondary schools require rehabilitation, some of these having no water, sanitation facilities, and electricity. This rich data assisted UNESCO and the local authorities in planning for educational needs and reallocation of resources to different educational activities. UNESCO continued to help the local authorities build a database needed for the planning of the education system.

3.1.3.3 Computerisation of Educational Records

UNESCO assisted the ministries of education in computerising ministry and school records. This activity prevented the deterioration of records which, for a long time, were kept in the traditional pencil and paper state. Statisticians and computer programmers processed the data, kept in storage rooms, inputting the information onto CD-ROMs. In this regard, UNESCO provided computers and computer training to 90 ministry staff in Erbil, Dahuk and Suleimaniyah governorates.

3.1.3.4 Provision of Vehicles

Vehicles were procured for the 'ministries' of education and higher education as well as universities and technical institutes to support administrative, technical and academic activities. For the 'ministries of education', the vehicles have been used in the supervision of educational programmes as well as transportation of education materials. The vehicles helped the institutions of higher learning, in particular, in the transportation of students and staff for field based programmes. By the end of 2002,

vehicles valued at \$1,255,000 had been supplied to the 'ministries of education' while vehicles valued at \$4,959,522 had been supplied to the higher education sector.

3.1.3.5 Multi-Media Resource Centres

In 2002, UNESCO established Multi-media Resource Centres in each of its offices in the three governorates to serve as resource centres for documentation/materials in the fields of education, science, culture, and other areas of UNESCOs mandate. These materials would be used by staff from the education 'ministries' and educational institutions. Copies of available materials were also to be distributed to education institutions.



Sample of learning aids provided by UNESCO

3.2 CENTRE/SOUTH OF IRAQ

3.2.1 UNESCO's Role in the Centre /South of Iraq

As noted above, UNESCO's mandate in the Centre/South, under the MOU, was to monitor the receipt, distribution and utilisation of educational commodities by the Government of Iraq (GOI). It also assessed the end-users' needs and the adequacy and efficiency of the distribution of educational commodities. As the lead agency in education, UNESCO chaired the Education Sectoral Working Group (EDSWG) that brought together all the three UN agencies (UNOHCI, UNICEF, and UNESCO) involved in observation within the sector.

As at January 31, 2003 out of a total of \$1.5 billion allocated for educational materials in the Centre/South, commodities worth \$561 million had arrived in the country. These commodities alleviated some of the critical shortages of educational materials and furniture. It is, however, important to note that only 4% of the commodities that arrived in the country was for rehabilitation thus, leaving most schools and institutions in poor condition.

3.2.2 Observation and Tracking of Educational Commodities

Through observation activities, UNESCO built a database of commodities delivered to secondary and higher education institutions. The data was further aggregated from all agencies, through the UN database to form a complete picture of education component of the humanitarian programme. Through this process, it was possible to determine the equitability of distribution by the government and the inadequacies that still persisted in schools. However, given the restrictions imposed on the movement of the observers and their limited number, it was not always possible to follow up on initial visits.

3.2.3 Assessment and Evaluation of Needs in Education

The monitoring of the educational commodities was accompanied by assessments to determine: adequacy and appropriateness of the quality of the supplied commodities; physical condition of schools; the condition of hygiene and sanitation in schools; the situation of desk manufacturing, printing and chalk factories of the government; situation of transportation facilities of the ministry of education, etc;. The output of UNESCO and other agencies within the EDSWG was reported periodically to the UN and the Security Council. UNESCO led the sector in preparing a briefing to the UN 661 Committee on the situation of education in Iraq, presented to the Committee in December 2002.

3.2.4 Capacity Building (Programmes under the Non-986 Trust Fund)

The UNESCO office in Baghdad, with funding (approximately \$50,000) provided by the OIP, supported two training programmes aimed at capacity building for educational personnel. First, was the training of 175 Ministry of Education supervisors in December 2000, aimed at imparting supervisory skills and acquainting the supervisors with educational policy, recent developments in pedagogy, and the roles of other partners in the teaching/learning process. Second, was the Training of Senior Subject Teachers in the Ministry of Education in September-October 2001 . A total of 228 senior teachers, 36 from each group (i.e Mathematics, English, Physics, Chemistry, Biology and Arabic) drawn from all governorates participated in the training programme. Participants were expected to transfer knowledge and skills gained to colleagues in their own governorates. Specific objectives of the training were:

- to upgrade the knowledge of participants in their subject of specialization,
- to update the teaching methodology of the participants in their areas of specialization,
- to develop the evaluation skills of the participants,
- to develop the curriculum skills of the participants.

Approval had been given recently by OIP for additional funds under the Non-986 Trust Fund to train 400 teachers and supervisors for the Ministry of Education. In addition an evaluation of the previously conducted training was planned.



Beadany Secondary, constructed by UNESCO

4 BUDGET FOR THE OIL FOR FOOD PROGRAMME ACTIVITIES (13%)

Agency/Programme/Fund: UNESCO

Sector: Education

Phase: I - IX

Sectoral Implementation status as at: 1 April 2003

Project Ref.	Project Title	Allocation	Contracted	Distributed/ Installed/ Disbursed
Phase I	Primary And Secondary Education	5,150,000	5,150,000	5,097,820
Phase II	Primary And Secondary Education	5,000,000	5,001,237	4,897,442
Phase III	Primary And Secondary Education	5,000,000	4,999,999	4,807,563
Phase IV	Secondary Education	5,200,000	5,092,137	5,080,977
Phase V	Secondary and Higher Education	6,100,000	5,600,996	5,570,037
Phase VI	Secondary and Higher Education	31,300,000	26,384,114	21,213,606
Phase VII	Secondary and Higher Education	43,427,600	22,741,882	11,722,155
Phase VIII	Secondary and Higher Education	58,638,353	8,706,789	4,730,505
Phase IX	Secondary and Higher Education	32,900,000	386,313	198,775
Totals (US\$)		192,715,953	84,063,467	63,318,880

5 LIST OF APPROVED UNESCO PROJECTS UNDER THE OIL FOR FOOD PROGRAMME

PHASE I - PRIMARY AND SECONDARY EDUCATION

No	Project Title
1	School furniture and equipment to secondary schools in the three governorates
2	Construction & Rehabilitation of schools and school facilities in the three governorates
3	Construction and provision of equipment for the chalk factory in Suleimaniyah.
4	Classroom Materials schools and school facilities in the three governorates

PHASE II - PRIMARY AND SECONDARY EDUCATION

No	Project Title
1	School furniture and equipment to secondary schools in the three governorates
2	Construction & Rehabilitation of schools and school facilities in the three governorates
3	Construction and provision of equipment for the chalk factory in Suleimaniyah
4	Classroom Materials schools and school facilities in the three governorates

PHASE III - PRIMARY AND SECONDARY EDUCATION

No	Project Title
1	School Furniture and equipment for to secondary schools in the three governorates
2	Construction & Rehabilitation of schools and school facilities in the three governorates.
3	Classroom Materials and equipment for secondary schools in the three governorates

PHASE IV - SECONDARY EDUCATION

No	Project Title
1	Training of teachers in different subject areas
2	Furniture and Equipment for secondary schools in the three governorates
3	Desk Production for schools in the three governorates
4	Manuals / stationary stationery to schools in the three governorates.
5	Transportation of Rural Students

PHASE IV - HIGHER EDUCATION

No	Project Title
1	Training courses for staff in the university and Foundation of technical Institutes
2	Furniture and Equipment for the universities and the Foundation of Technical Institutes.
3	Manuals / Stationary for universities and Foundation of technical institutes.

PHASE V - SECONDARY EDUCATION

No	Project Title
1	Production of school desks for schools in the three governorates
2	Provision of School Furniture and Supplies for the secondary schools in the three governorates
3	Provision of Stationary Kits for the secondary schools in the three governorates
4	Provision of Examination & Printing Requirements
5	Provision of chalkboards to secondary schools in the three governorates
6	Provision of administrative equipment for secondary schools in the three governorates
7	Training course for administrative staff
8	Transportation of Students from rural areas
9	Transportation of Supplies and equipment to end users

PHASE V - HIGHER EDUCATION

No	Project Title
1	Provision of training courses for staff in the university and Foundation of Technical Institutes
2	Rehabilitation of school buildings in the three governorates
3	Supply of Laboratory equipment to the universities and technical institutes in all the three governorates
4	Provision of furniture and supplies to the universities and technical institutes in all the three governorates

PHASE VI TRANCHES 1, 2 AND 3 – SECONDARY EDUCATION

No	Project Title
1	Training Programmes for teachers, supervisors and headmasters
2	Textbook printing requirements
3	Improving quality of science teaching through provision of laboratory equipment
4	Procurement of basic educational supplies
5	Procurement of school furniture
6	Procurement of equipment and tools for educational institutes under DOE
7	Creation of Educational Resource Centres for each Directorate of Education
8	Transportation of students from rural areas
9	Transportation and delivery of supplies to the end user

PHASE VI TRANCHES 1, 2 AND 3 – HIGHER EDUCATION

No	Project Title
1	Increasing access to Tertiary Education (construction and rehabilitation of educational premises)
2	Provision of scientific equipment, furniture and educational supplies to departments in the universities and technical institutes
3	Training for staff of university departments and technical institutes
4	Provision of educational supplies to universities and technical institutes
5	Provision of furniture to universities and technical institutes

PHASE VII TRANCHE 1 – SECONDARY EDUCATION

No	Project Title
1	Supply of furniture and equipment to secondary schools in all the three governorates
2	Provision of educational supplies to secondary schools in all the three governorates
3	Provision of printing materials for secondary schools in the three governorates
4	Construction and rehabilitation of schools and related educational facilities in the three governorates
5	Supply of equipment for the educational institutions in the three governorates
6	Training of teaching staff
7	Provision of materials for school activities in the three governorates
8	Reinforcing local capacity through the elaboration of Educational Management Information Systems (EMIS)
9	Transportation of rural students

PHASE VII TRANCHE 1 – HIGHER EDUCATION

No	Project Title
1	Purchase of equipment, furniture for the universities and technical institutes.
2	Purchase of equipment and supplies for the universities and technical institutes.
3	Provision of reference books and periodicals for the universities and technical institutes
4	Enhance research and advancement of education programmes.
5	Provide training in different fields to staff in the university departments and technical institutes.
6	Purchase of equipment, furniture for the universities and technical institutes.
7	Provision of sports requirements and cultural activities.
8	Construction of new buildings/rehabilitation of existing sites in the universities and technical institutes

PHASE VII TRANCHE 2 - SECONDARY EDUCATION

No	Project Title
1	Provision of Computers for secondary schools in Erbil and Dohuk governorates
2	Provision of Vehicles for Education Institutions
3	In Service Teachers Training
4	School Desks Production (17, 000 desks) for renovated schools
5	Vehicles Acquisition Project for the educational departments
6	Project to Improve the Scientific Centre in each governorate with laboratory equipment and computers.
7	Provision of Stationary for Examination Requirements
8	Provision of Kerosene Heaters to Secondary Schools
9	Provision of Chalkboards to Secondary Schools
10	Provision of Chalks to Secondary Education for 90, 000 secondary students
11	Training of Teachers and Educational Administrators in modern methods of teaching and educational management.

PHASE VII TRANCHE 2 - HIGHER EDUCATION

No	Project Title
1	College of Agriculture, Various constructions Projects
2	Conference Hall Construction for Salahaddin university
3	Construction of the College of Science
4	Renovation and Construction of teaching and research facilities for the University of Suleimaniyah and the technical institute
5	Master Plan Development for a new campus of the University of Suleimaniyah
6	Procurement of Vehicles to University of Salahaddin
7	Procurement of Telephone Facilities to the University of Salahaddin
8	Procurement of computers and photocopiers for the University of Salahaddin
9	Technical Institute Equipment & Supply Procurement (computers, photocopier machines, and vehicles, fax machines, etc)
10	Procurement of Equipment & Furniture for Colleges of Science
11	Text & Reference Books and Materials Development Project for Universities and technical institutes
12	Vehicle Acquisition Project for the staff and faculty of the University of Suleimaniyah and the technical institutes
13	Training and Technical Assistance (training programmes, conferences, colloquia and other forms of staff development aimed at enhancing the knowledge and skills of professional staff of the University of Suleimaniyah and the Technical Institutes.)
14	Office Equipment and Furniture Acquisition Project (acquisition of office equipment and furniture for tertiary facilities)
15	Instructional Equipment Development Project (scientific equipment for science laboratories, computers and other instructional needs)

PHASE VIII – SECONDARY EDUCATION

No	Project Title
1	Provision of school desks for the three governorates
2	Training and development activities for Secondary Education Staff
3	Establishment of an Education Resource Center in Suleimaniyah
4	Printing of Textbooks for the three Northern Governorates
5	Provision of additional equipment for chalk factory
6	School Mapping Project to assess state of the sector and assist future planning
7	Provision of computers for Secondary Schools
8	Provision of school furniture for secondary schools
9	Provision of educational supplies and equipment for secondary schools
10	Provision of Stationary and Printing Materials
11	Enhancement of the Quality of Secondary Education in Koya
14	Vocational Education Development - Suleimaniyah Centre
15	Professional Development of the teaching and Education Management staff - rural and remote areas
16	Secondary education quality assurance support project
17	Secondary Education - Educational Innovations - Support project
18	Provision of School Laboratories equipment
19	Procurement of Vehicles for educational departments
20	Teaching Aids Development (development of instructional teaching aids from local sources to supplement school textbooks)
21	Vocational Education Development through new initiatives in student support programmes
22	Procurement of Generators to supply electricity to educational institutions in Erbil and Dohuk governorates
23	Student Transportation for students in rural areas
24	Support Project for students with learning disabilities
26	Construction of the secondary school store hall in Erbil (to allow for the opening up of additional classrooms)

PHASE VIII – HIGHER EDUCATION

No	Project Title
1	Provision of Chemicals to Higher Education (Salahaddin and Dohuk universities and technical institutes in Erbil and Dohuk governorates) to improve quality of science education
2	Provision of updated periodicals, reference and students' books
3	Provision of Laboratory Equipment and materials to reinforce the instructional equipment capacity of the Universities and the Technical Institutes
4	Provision of Furniture and Office Equipment institutes for faculty members and other professional staff at university and technical institutes in the three northern higher governorates
5	Education Technology Centre (establishing a database of technological advances in various professional degree programmes and fields to enhance technological research in education)
6	Provision of Vehicles; buses and pick-ups for students & teaching staff of the University of Suleimaniyah and the Technical Institutes
7	Construction of College of Education in Koya
8	Procurement of Equipment & Supplies, Koya Technical Institute (computers, photocopier machines, vehicles, appropriate laboratory furniture)
9	Construction of Presidency of Foundation of Technical Institutes
10	Rehabilitation and Construction Project, Dohuk University
11	Renovation and Construction in Higher Education (renovation and construction of educational facilities for the University of Suleimaniyah and the technical institute)
12	Provision of Scientific Software for computer-aided design and research for all scientific and engineering departments of the University of Sulemaniyah
13	Training in Basic Skills (English Language and computer science for all levels of staff at the University of Suleimaniyah)

PHASE IX – SECONDARY EDUCATION

No	Project Title
1	Enhancement of Secondary Education
2	Development of Public Libraries
3	Establishment of Centres for non-formal education for children and adults
4	Audiovisual center for cultural education
5	Development of Youth Centres
6	Provision of computers for secondary schools

PHASE IX – HIGHER EDUCATION

No	Project Title
1	Enhancement of Higher Education
2	Construction and Rehabilitation in Higher Education

ANNEX 4: UNESCO SCHOOL MAPPING PROJECT IN NORTHERN IRAQ

School mapping aims at ensuring access to education in both rural and urban areas and at reducing the disparities by gender and between different regions. School mapping techniques use information related to the geographic, demographic, socio-economic and cultural environment of a locality to rationalize the choices made in the provision of schooling.

The School Mapping Project implemented by UNESCO in Northern Iraq under SCR 986 began in April 2001, replacing the previous Education Management Information System project, which had faced difficulties due to the inadequacy of electrical and communication networks as well as lack of trained staff. The Project began with workshops, round tables and consultations with the education authorities in the three Northern governorates to introduce the concept of school mapping.²⁰

Activities undertaken

1. Creation of a database on schooling in Northern Iraq

In agreement with the local authorities, UNESCO implemented surveys at the primary and secondary education level, aimed at setting up a progressively enriched database and enhancing the capacity of the concerned education administrators. The database includes:

- ❖ School locality
- ❖ School organisation
- ❖ Buildings/infrastructure
- ❖ Equipment
- ❖ Number of students by gender and area (urban and rural)
- ❖ Number and list of teachers by gender, activity and diploma
- ❖ Results of examinations.

The local authority staff were trained on how to prepare the questionnaires, collect information, analyze data and produce the reports. About 750 headmasters, supervisors and administrators participated in this operation during the school years 2000/2001 and 2001/2002. The activities were coordinated by UNESCO as lead agency; UNICEF funded the activities related to the primary level. The operation lasted about 3 months from the phase of collecting data till the printing of the statistical yearbook. The information is computerized and more accurate than previously. It is now used in the planning process and presented by the education authorities as justification of their project proposals.

²⁰ The operation was explained in Arabic, and the project documentation is likewise in Arabic, with summaries in English.

2. Forecasts of needs

The School Mapping Project assisted the local authorities in forecasting needs for the following school year, covering:

- Infrastructure
- Equipment
- Staffing
- Geographical distribution.

Needs were assessed through comparison of the current situation, as revealed by the annual statistical survey, with international norms relating to classrooms, equipment, students, teachers and staffing.

Special forms were prepared for this activity, some 60 persons were trained on the objectives and the filling of the questionnaires, and the work was completed in 5 months (from March till July 2002). The local authorities used the results of this exercise to prepare their project proposals for Phase 13 of the Oil for Food Programme. There was close coordination with HABITAT and UNICEF concerning the project proposals for school rehabilitation and construction.

3. Preparation of the Three Year Plan

This operation was undertaken through collaboration between UNESCO and the local authorities. The plan, for both primary and secondary schooling, focuses on *districts* as the unit of forecasting and covers the period 2002/2003-2004/2005. Each governorate integrated its specific needs for schools, equipment, teachers, consumables, etc. at district level, and computed a budget based on unit costs. This operation took place from September to December 2002. Local authorities appreciated the exercise and are collecting more data to facilitate the implementation of the plan.

4. Other activities

The School Mapping Project provided data to support the management of the Oil for Food Programme activities, including:

- Determination of the status and specifications of science laboratories and their equipment
- Rehabilitation of computer laboratories
- Provision of stationery for secondary schools
- Provision of computers for secondary schools
- Provision of textbooks for secondary schools
- Student transportation needs
- School desks and furniture needs
- School examination needs
- Determination of the number and categories of beneficiaries of training courses

- Provision of generators and related consumable for schools
- Estimation of kerosene requirements of schools in cold areas during the winter.

After seeing the benefit of school mapping, the local authorities proposed to include it in Phases 12 and 13 of the Oil for Food Programme.

Recommendations proposed for continuation of the exercise

The following activities should be maintained:

- Mapping the network of schools and identifying the need for restructuring
- Enhancing the educational information system by including more details on teachers and administrative staff, equipment and materials
- Creation of an effective education management information system linking data on school buildings, school organization, students, staff, equipment and furniture, examinations, etc.
- Reinforcing the planning structure and enhancing the capacity of those involved in the planning and management process.

Constraints

- Limited local expertise in education planning and management
- The best national experts leave to work with UN agencies
- Poor motivation of civil servants, unless incentives are provided
- Insecurity and political uncertainty, and need to work more closely within a national macro-planning framework.