

**Republic of Iraq**

**Ministry of Education**

**Development of Education  
The National Report of Iraq**

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### **Introduction**

The New era in Iraq constitutes the real embodiment of the changing process on the actual scene of which features are remarkably seen through a comprehensive clear picture for Iraq of the future. This picture focuses on man as a highest value and the supreme end of societal development whether in content or means of its realization. It also focuses on scientifically making use of human resources and the available technical and material potentialities as well as it confirming the real participation of all societal institutions in various stages and activities of the changing process and the actual translation of these efforts within a national agenda implemented according to specified priorities.

Iraq was the cradle of the earliest civilization known to mankind and which actively contributed in the advance of human achievement, does not deserve the deteirting state that the Educational System had fullen in. The suffering of this sector was the worst and its impact was more serious than other sectors since it deals with the human constitution. Despite the bad circumstances and subsequent changes that Iraq has witnessed, they have left the door open freedom and hope so that the educationalists can retrieve the Educational System from the state of loss in which it seems to have fallen in.

Through quick examination of this sector one can identify the drastic decline that the educational process has fallen in. The corruption of management in Iraq has affected the infrastructure through neglecting school buildings, lacking of pre-requisites and requirements of the teaching-learning process, decreasing of teachers` income who have lost the impulsive poor work environment, increase in the rate of drop out of students as well as competent teachers, an increase in the number of schools which occupy one miserable building. Most of these schools have lost the simplest of hygienic and sanitation conditions. The corruption also has affected the

teaching profession, in that, special tuition has become a phenomenon. Corruption has even reached the educational management, results of students' assessment and their transmission from lower to higher classes and from one level to another.

Endowing much faith in human resources constitutes the initial step in preparing an efficient Iraqi citizen capable of realising his\ her rights and duties in the overall process of rebuilding the country, establishing peace and security right through to the ultimate aim of democracy. Thus the Educational Institutions have given due attention to realise qualitative changes within the various components of the educational system. Since education is a comprehensive national process and an essential prerequisite to secure social integration, all efforts must collaborate to provide urgent and adequate support, either financially or consultatively from the advanced countries. Thus we can put our feet on the right path towards building the new Iraq which embraces all citizens who will enjoy the right to live together free and safe under the canopy of human rights as God decreed in his heavenly legislations and as national laws established on earth. They will work together for the welfare of their country seizing the scientific and technical progress that today's civilization has to offer to enrich their on life and the progress of mankind.

### **1: An Overview of the Educational System in Iraq**

#### **1-1: The Organizational structure and Administration:**

The Ministry of education undertakes the responsibility for realizing the educational goals in Iraq, thus it conducts the following tasks.

- 1- Establishing and administering public institutions of Education of the Ministry of different types and provided them with required staff and teaching materials.
- 2- Providing useable buildings for public Educational Institutions and rehabilitating and redistributing especially the ruined schools in accordance with the new educational policy.
- 3- Supervising all private institutions to guarantee being attached to the proper educational principles.

- 4-Encouraging all aspects of students' activities within the educational institutions and organizing activities in various fields such as art, sport, science and culture.
- 5-Providing suitable guidance on health caring and preventive services in the public and private educational institutions.
- 6-Encouraging scientific and cultural activities through keeping and issuing educational publications and periodicals and making use of communication channels to realize the educational goals.
- 7-Encouraging scientific research in order to develop and improve the educational goals.
- 8-Enhancing the educational relationship between Iraq and other countries.
- 9-Establishing centres of adult education, long-life education and other non-formal education.
- 10-Providing the required techniques and potentialities to ensure settlement for all staff at the Ministry of Education and providing factors, conditions and allowances to help them oriente their efforts and abilities.
- 11-Enhancing the relationship between the educational institutions and local society through establishing teacher-parent councils, and enhancing private activities.

The specialized central body in the Ministry of Education is mainly concerned with drawing general policy of education and setting up the educational plans as well as supervising the implementation of these plans. At the provincial level, the General Directorates of Education undertake the responsibility for supervising the educational policy and raising standards of education in the provinces.

Below is the organizational Structure of the Ministry of Education and the General Directorates of Education (Figure 1).

Ministry of Higher Education and Scientific Research undertakes the responsibility for managing and organizing the Higher Education. However, universities are autonomous in the technical and administrative aspects. A number of Ministries

including: Ministry of Labour and social affairs, Ministry of Industry and Minerals, Ministry of Health, Ministry of Transportation and Communication and Ministry of Oil undertake managing Centres of vocational training in respect of qualifying skilled manpower.

According to the Ministry of Education Law No. (34) in 1998 and the relevant amendments, the organizational structure of the Ministry consists of the Minister and Underscretaries Bureaus and the Department of legal Affairs. Ministry of Education compresses (13) Directorates General each including many sub- directorates and specialized departments. The General Directorates are;

- Directorate General of Educational Planning.
- Directorate General of Primary and Basic Education and Kindergartens.
- General Directorate of Secondary Education.
- General Directorate of Athletic Education.
- General Directorate of Administrative and Financial Affairs.
- General Directorate of Curricula.
- General Directorate of Educational Inspection and Supervision.
- General Directorate of Evaluation.
- General Directorate of Cultural Relations.
- General Directorate of Teachers` Pre-service Training.
- General Directorate of Vocational Education.
- General Directorate of Computers.
- General Directorate of Educational Technologies.
- General Directorate of Kurdish Education.
- General Directorate of Night and Private Education.
- Educational Training and Development Institute.
- Educational Research Centre.
- The Open Educational College.
- General Company for the Production of Educational requirements.

A number of Committees and higher bodies including: The Higher Committee for Developing Curricula, Teaching Techniques and Examinations and The Prominent Committee

for General Examinations. At the local level, there are (21) General Directorates of Education in provinces comprising some administrative and technical departments similar to the General Directorates and Departments in the headquarter of the Ministry of Education. Each General Directorate is responsible for providing education in the defined province; Higher Education is not included, in terms of implementing and observing the educational plans and providing teaching and supervision staff for each school at various levels of teaching as well as providing the required school buildings.

Follows is the explanation of the Organization Structure of both Ministry of Education and the Ministry of Higher Education and Scientific Research illustrating the main Directorates and most services rendered by both Ministries, in addition to the educational ladder in Iraq according to age and class (Figures1,2,3).

### **1-2: The Educational Legislations :**

The educational legislations aim at ensuring the State's supervision over the educational policy as well as organizing, financing and orienting the various types of general education in accordance with the educational philosophy, trends, general objectives of education and the aims of various educational levels. This is achieved by means of legislations, laws, regulations and instructions which organize the various aspects of the educational process particularly, those concerning free education for all at all levels and compulsory primary education. They also generalize secondary schooling and widen its standards and horizons as well as precisely govern the educational supervision. These legislations determine the rules governing students' behaviours and discipline, organize the work of various school committees, extracurricular activities as well as general and school examinations.

In recent decades a number of regulations, laws and instruction which contribute in developing the educational process have been issued and the Ministry is busily engaged studying them to introduce some innovative ideas so that they

can meet the requirements of the scientific and educational developments and guarantee justice in setting them up. Some of these legislations and regulations have already been amended and adopted, the most prominent are in the field of general and vocational education, teachers' training programmes, educational supervision, examinations and evaluation aiming at re building the educational system in the light of modern progressive standards and applying modern approaches, means and measurements of education.

**1-3: Objective of Current and Forthcoming Reforms:**

The Ministry of Education is Keen to implement new educational policy concerning general education at all levels and suggest development plans as regards structure, programmes, methodologies and equipment with view to link them to the needs and demands of the socio economic development plans. Thus, the Ministry follows up the teaching-learning process through the coordination between the central General Directorates in the Ministry and the General Directorates of Education in the provinces. This can only be achieved within the framework of multiple objectives based on developing the open thinking according to innovative educational procedures governed by advanced educational legislation and well qualified manpower and teaching staff. Reform policies should take into account the development of teaching-learning methodologies and teaching aids as regards the individual differences among students, caring for the gifted and those with special needs, activating non-formal and open education programmes, improving the concept of educational guidance within a framework of democratization of education, realizing individual and societal prominent commitment concerning teaching-learning process, as well as providing secure and sound environment.

The Ministry has also paid due attention to the educational innovations at the regional and international levels and experienced them after being amended in accordance with Iraqi environment and circulated them in the light of indicators of their success depending on field follow up as a means of identification and evaluation.

**1-4: Qualitative and Quantitative Situation in:**

**a- Schooling Enrollment:**

Teaching at early childhood in kindergarten is almost neglected. The net ratio of enrollement is amounted to 5.8% In primary schools, the number of pupils has reached more than (4) millions pupils, while the number of students in the secondary schools has reached one and a half million students. The available statistics indicate that in spite of the increasing growth of population during the academic year 1990/2000, there is no clear evidence about the increase in number of studens in the secondary school.

**b- Equal Opportunities of Education:**

Figures on genders show boys superiority over girls at all schooling levels, the significant difference exists in the general and vocational secondary schools. The evidence on the decreasing number of registered pupils, is the decrease of enrollment ratio from (41.5%) in the academic year 1990/1991 to (34,3%) in 2001/2002 of the intermediate schools for the age group (12-14), and slight increase from 10.8(%) to (13.9%) for the same academic years of the preparatory schools for group age (15- 17). (Figure 4).

Evidences also show that the rates of school attendance have declined, reaching seriously low levels: poverty combined with deterioration of education standard, lack of textbooks and teaching materials in addition to low teacher`s status and unmotivated teachers have resulted in increasing the number of children out of school. According to a survey conducted in 2002, there are only (76%) of registered children aged (6-11) have been reported to be attending primary schools. More than 31(%) of girls of this age group were out of schools, compared to (18%) of boys. This situation was worst in rural areas where more than 50(%) of girls are reported to be out of school along with (28%) of boys.

**c- Quality of Education and its Appropriateness for Learners:**

The Ministry of Education pays due attention to the quality of education, in that, it is keen to improve and amend its content and approaches to be in cope with the requirements of the era. The the interest of the Ministry is providing curricula, and textbooks in matter which rival the international standards in terms of quality, having taking into account that the educational curricula should be linked with the reality of the students` daily life, focusing on the applicable and functional aspects of curricula besides, connecting knowledge with the local society matters aiming at building new generations that are able to face the requirements of development in 21<sup>st</sup> century through improving th educational approaches, and promoting the concepts of participation and cooperation and providing them with experts, abilities and skills to enable them to meet the revolution and globalization of knowlege.

d- **Role of the Society in Achieving the Educational Change:**

The Educational Sector in the country has witnessed hard and steady efforts to enhance cooperation with society in respect to Education. The Ministry of Education is keen to realize the educational, cultural and scientific cooperation with the various educational and scientific institutions and participate in the Educational symposiums, conferences and mettings held by other ministries and institutions that are linked to the educational process. The Miniosty also sought to benefit from the innovate trends cited in educational documents specifically those related to information systems, techniques, curricula, evalution and teacher training programmes, making used of available potintialities at univesities and what is offorded whether inside the country or abroad with the support of some of advanced counteries and organizations that are concerned with education.

**2:The Lessons Learned from the Process of Changing and Reforming the Educational System: Approaches and Strategies Adopted and the Major Difficulties Encountered:**

Despite the severe circumstances that Iraq has been suffering from at present time, great efforts have been made to keep on the Educational Process and ensure the provision of its

essential prerequisites. In order to realize its developmental objectives, education has to orient its utmost care towards teaching children and youth as well as meet the technical and material needs in addition to the qualified manpower. The only way to carry out this task can only be made through intensifying all forms of the educational efforts and effectively investing all the available resources with a view to provide a stable materialistic and psychological background for education. What we have aforementioned is a basic demand, which can only be met by support of these countries and concerned organizations, which in conformity with the basic principles stipulated upon in the United Nations Charter, Human Rights Charter, Child Rights Conventions and all the educational recommendations which direct education towards developing individuals personality so as to practise his role by means of enjoying his full cultural, social and economic rights.

### **2-1 Educational Policy Trends:**

The Following objectives represent the educational system efforts to face the challenges and problems encountered:

- **Access**: Providing opportunities to ensuring free access to basic education in respect to ethnic origin or socioeconomic status, stop drop-outs at all levels and promoting access to life-long learning.
- **Equality**: Eliminating gender disparities and differences between rural/urban area as well as ethnic and socioeconomic differences.
- **Excellence and Quality**: Upgrading quality to compete with the international standards, increasing relevance to local needs, labour market and sustainable development especially in the field of education and promoting abilities, competencies and attitudes of teaching staff.
- **Citizenship and Governance**: Depoliticising education and ensuring the independence of education; promoting human rights, and respecting freedom of thought and expressions as well as ensuring social solidarity and national unity.
- **Participation**: Strengthening community involvement in planning and evaluating the Educational System, achieving closer coordination with Higher Education and

other relevant sectors and encouraging and supporting the contribution of the private sector.

- **Institutional Management:** Changing to evidence-based planning, performance-driven evaluation, and decentralized management and overcoming the corruption.

## **2-2: Reconstruction of School Buildings:**

The infrastructure of the educational sector has been neglected for more than two decades. The situation has been compounded by the great damage inflicted upon the system following the destruction and looting that took place in March and April 2003 and the subsequent months. Figures state that about one sixth of Iraqi school buildings (2751) schools were looted or damaged or burned. More than (2400) schools were reported to be damaged due to looting, (146) were reported to be damaged due to the military operations and (197) were burned. Ammunitions exist in (138) schools and weapons in (101).

According to statistics indicators gathered 2003, (80% ) of school buildings required maintenance and rehabilitation. This task varies from school to another (30%) of secondary schools are in good reasonable condition. The majority of schools are either seriously or moderately damaged. While, not small propotion was found to be in such a bad condition that renders them unsafe and required to be rebuilt completely. The majority of schools have no access to minimal standards of hygiene and sanitation.

At the beginning of the academic year 2003/2004 on the first of October, (1500) schools have been rehabilitated and repaired. At the end of the calendar year the number of rehabilitated schools reached to (1800) school out of (11939) school buildings that required reconstruction.

It is agreed upon that the scheme of reconstruction of the school buildings spans over the next four years. The Ministry of Education has been granted some subsidies by different bodies including the Internationl Bank to meet the financial requirements to implement the plan of the academic year 2004 and continue to be in contact with doner States to recieve further financial resources.

### **2-3: Promoting Teachers`Status and Teaching Standards:**

Since we believe that the teacher is an active element in the educational process and as a leader of the real change in the field of education as he/she provides a supportive teaching-learning environment and enable him/her to achieve a hopeful development and activate his/her role to enable him/her to achieve requirements of the era of the information revolution and its challenges. Ministry of Education has prepared a package of innovative projects so that it can promote teacher`s standard and activate his/her role in accordance with set principles organised within a comprehensive framework, as follows:

#### **Promoting Teaching Profession Through:**

- 1- Raising the socioeconomic status of teachers through doubling their salaries to the extent they can live properly.
- 2- Setting up a system to organize teachers` ranks in relation to their performnce and professional progress in accordance with the Ministry`s trends towards developing the academic research, qualifying and training programmes as well as sending teachers to the neighbouring countries for training.
- 3- Linking the amount of allowance with the discipline of questioning and the improvement of performance.

#### **Raising Teachers` Performance Standards by :**

**Qualitative renewal ( whether inside the country or abroad to improve and master teaching skills by focusing on:**

- 1- Training in the field of computerizing teaching and admnistration.
- 2- Prompting the teaching of main subjects including Arabic, English, applied sciences, labs, mathematics, and their applications in life. Several international organizations have contributed in training thousands of teachers and master teachers from all provinces under the supervision of the Ministry of Education. Training programmes have started since September, 2003 for secondary school

teachers in which more than (830) trainers and leaders have trained more than (30.000) secondary school teachers during the summer vacation. Moreover, a comprehensive training programme is to be started by 2004.

- 3- Training for developing research, exploration and creative critical thinking skills.

**Improving Socioeconomic Services Offered to Teachers including:**

**1-4: Enhancing Technological Scopes through:**

- 1- Improving teachers performance through distance training skills as in the Open Educational College.
- 2- Developing teachers professionally by making use of modern technologies in their specializations.

**2-4: Development of Curricula: Principles and Anticipations:**

Responsible Body for improving Curricula: Supreme Committee for Developnig Curricula, Techniques and Examinations undertakes the responsibility for developing, amending and improving curricula and teachers` guides. The Committee includes several General Directors and technicians at the Ministry and some other specialized personnel in different fields at Iraqi Universities.

**b- Planning and Designing Curricula:**

Developing and modernizing curricula is the utmost of the priorities of educational process aiming at achieving complete growth and following up socioeconomic, scientific and technical changes in modern societies. This process is based on educational philosophy and its general and special objectives. Curricula and teachers` guides are composed in accordance with those objectives and adopted teaching plans. The following tables include teaching plans adopted in the general education at various levels.

**The Study Plan for the Primary stage**

| <b>Subject</b>                         | <b>First year</b> | <b>Second year</b> | <b>Third year</b> | <b>Fourth year</b> | <b>Fifth year</b> | <b>Sixth year</b> |
|--|-------------------|--------------------|-------------------|--------------------|-------------------|-------------------|
| <b>Islamic education</b>               | 4                 | 4                  | 4                 | 4                  | 4                 | 4                 |
| <b>Arabic language and calligraphy</b> | 11                | 11                 | 11                | 11                 | 7                 | 7                 |
| <b>English language</b>                | -                 | -                  | -                 | -                  | 4                 | 4                 |
| <b>Mathematics</b>                     | 6                 | 6                  | 6                 | 6                  | 5                 | 5                 |
| <b>Civics</b>                          | -                 | -                  | -                 | 3                  | 1                 | 1                 |
| <b>History</b>                         | -                 | -                  | -                 | -                  | 2                 | 2                 |
| <b>Geography</b>                       | -                 | -                  | -                 | -                  | 2                 | 2                 |
| <b>Social and Moral Education</b>      | 1                 | 1                  | 1                 | 1                  | -                 | -                 |
| <b>Science</b>                         | 4                 | 4                  | 4                 | 3                  | 3                 | 3                 |
| <b>Agricultural Education</b>          | -                 | -                  | -                 | 1                  | 1                 | 1                 |
| <b>Art Education</b>                   | 2                 | 2                  | 2                 | 2                  | 1                 | 1                 |
| <b>Physical Education</b>              | 3                 | 3                  | 3                 | 2                  | 2                 | 2                 |
| <b>Music and Anthems</b>               | 1                 | 1                  | 1                 | 1                  | 1                 | 1                 |
| <b>Family Education</b>                | -                 | -                  | -                 | -                  | 1                 | 1                 |
| <b>Total</b>                           | <b>32</b>         | <b>32</b>          | <b>32</b>         | <b>34</b>          | <b>34</b>         | <b>34</b>         |

**Notes:**

**First:** Double-shift schools follow the above-mentioned plan.

**Second:** Two class periods are allotted to agricultural education in rural schools, provided that the second class periods

is taken from science class periods in the fourth, fifth and sixth class.

**Third:** Christianity is taught two class periods a week in school where the majority of students are Christians.

**Fourth:** Students practice extracurricular activities in the practical, artistic and athletic fields according to a schedule to be prepared for this purpose.

**The Study Plan for the Intermediate stage**

| <b>Subject</b>             | <b>First year</b> | <b>Second year</b> | <b>Third year</b> |
|----------------------------|-------------------|--------------------|-------------------|
| 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         | 2                 | 2                  | 2                 |
| <b>Total</b>               | <b>33</b>         | <b>33</b>          | <b>33</b>         |
| Family Education for Girls | 1                 | 1                  | 1                 |
| <b>Total</b>               | <b>34</b>         | <b>34</b>          | <b>34</b>         |

**Notes:**

**First:** Double-Shift schools follow the above-mentioned plan .

**Second:** Night schools follow the same plan except for the omission of physical education.

**Third:** Two class periods are allotted to practical activities in the schools applying the vocational arts sections experiment .

**Fourth:** Students practice extracurricular activities in the scientific, educational social, Literary, artistic, agricultural and industrial fields, according to a schedule to be prepared for this purpose.

**The Study Plan for the Preparatory stage**

| <b>Subject</b>             | <b>4<sup>th</sup> year<br/>General</b> | <b>5<sup>th</sup> year<br/>Literary</b> | <b>5<sup>th</sup> year<br/>Literary</b> | <b>5<sup>th</sup> year<br/>Scientific</b> | <b>5<sup>th</sup> year<br/>Scientific</b> |
|----------------------------|--|---|---|---|---|
| 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         | 1                                      | 2                                       | 1                                       | 2   | 1   |
| Art Education              | 1                                      | 1                                       | 1                                       | 1   | 1   |
| National Education         | 1                                      | 1                                       | 1                                       | 1   | 1   |
| <b>Total</b>               | <b>32</b>                              | <b>35</b>                               | <b>31</b>                               | <b>36</b>                                 | <b>33</b>                                 |
| Family Education for Girls | 1                                      | 1                                       | 1                                       | 1   | 1   |
| Health Education for Girls | 1                                      | 1                                       | -                                       | 1   | -   |
| <b>Total</b>               | <b>34</b>                              | <b>37</b>                               | <b>32</b>                               | <b>38</b>                                 | <b>33</b>                                 |

**Notes:**

**First:** Double-Shift schools follow the above-mentioned plan.

**Second:** Night school follow the same plan except for the omission of physical Education class periods and adding them to Arabic language class periods.

**Third:** Students practice extracurricular activities in the scientific; educational social and practical fields

according to a schedule to be prepared for this purpose.

**C- Dependable Strategies used for Implementing the Reformation and Development of Curricula:**

The Dependable Strategies can be summarized as follows:

- Considering the student as the core of the educational process and improving his/her achievement and deepening his/her knowledge through learning programmes.
- Providing education for all.
- Developing and innovating textbooks and curricula.
- Experimenting and evaluating textbooks continuously.
- Developing school laboratories.
- Improving supplies of educational resources centres.
- Providing teaching material for elementary schools as well as schools for special needs.
- Developing educational TV. Programmes.
- Utilizing computers in the teaching and learning process.
- Paying due attention to curricula concerning science, mathematics and foreign Languages as a starting point for comprehensive cultural progress.
- Paying due attention to the evaluation of the educational programmes and student's scholastic achievement.

**2-5: Revising and Amending a Number of Concepts and Aspects:**

**A- Demographic Education:**

- Enriching the contents of the curricula and textbooks with new demographic concepts related to students' need and environment.

**B- Environmental Education:**

- Making amendments on curricula and textbooks in the light of the results of the referential concepts of environmental education and environmental problems of which are: pollution, effects of weapons of mass destruction, industries wastage, purity of drinkable water, using insecticide, volcanos, earthquakes, fires, thunderbolts and epidemic diseases, such as AIDS.

These subjects of environment were included in books of science, geography, physics and chemistry although there has been a trend towards setting up autonomous subjects of geology and environment. However, the studying day is so crowded with scientific subjects and the vast capacity of teaching plans have not been realized yet. Education will be varied in future to find other forms that can be included within the list of subjects to be learned by the students.

**C- Democracy and Human Rights:**

- Enriching Textbooks with information related to general affairs of the nation.
- Training students on sound thinking to realize the concept of democracy and knowing their rights and duties to form good citizens and developing free thinking and opinion as well as respecting other opinions.

**D- National Dimensions:**

- Enriching curricula and textbooks with concepts of nationality through revising and preparing books of National Education.

**E- Skills of Scientific Research:**

- Confirming the practical aspects in writing researches and reports to be included in textbooks.

**3: Prospective Innovational Projects :-**

The Ministry of Education intensifies its efforts for developing and innovating the educational system through improving the quality of education. The Ministry also undertakes the revision of innovational projects and adds others within an advanced educational schemes to achieve the following main goals:

- Create radical changes towards constructive educational concepts including the development of human personality and fostering the scientific thinking as well as ensuring creative adaptation.
- Realizing a good start towards the future, that comprises a teaching process to master, distinction and creation.

A package of innovational projects that the Ministry seeks to develop and utilize according to priorities of work as follows:-

**A- Projects of the Educational Structures and Framework:**

1- **Distinguished students` schools: characterized by:**

a- School for boys and girls with different styles and contents.

b- Caring for talented skillfuls.

c- Addressing students of different ages (12-17).

2- **School for the Gifted: Characterized by:**

a- Deepening the Scientific methods in research and study.

b- Involving advanced study programmes with different teaching methods.

c- Caring for gifted students in the fields of science and mathematics.

3- **Developing English Language Teaching, including:**

a- Reconsidering the sequence of the concepts from the fifth primary class till third class secondary school.

b- Focusing on teaching methods through communicative language.

c- Concentrating on the overall teaching process especially on auditory and communication skills via using modern technologies.

4- **Utilizing Vocational and Productive School Model, including:**

a-Change the vocational education into productive school.

b-Considering the productive projects as a field for quantitative training for both students and teachers.

c-Working towards self-sufficient school.

5- **Integration of General and Higher Education including:**

a-Pursuing the development of the conceptual construction in the curricula in both General and Higher Education.

b-connecting and integrating programmes of secondary education progress and its trends in teaching programmes in Higher Education.

B- **Projects of Educational Process, including:**

1- **Developing and updating curricula including:**

- a-continual updating of curricula.
- b- Depending flexibility in curricula and textbooks.
- c-Employing different means of educational techniques to enhance and support curricula.

**2- Promoting Teaching Humanities and Scientific Subjects, including:**

- a-Focusing on teaching and mastering Arabic Language skills with modern methods.
- b-Focusing on English Language skills as a basic foreign language for development and innovation.
- c-Realizing the importance of exploration and distinction in Science and Mathematics.
- d-Making better use of abilities of the gifted, talented and inventive students in science and mathematics.
- e-Providing promotion requirements for teaching school subjects as well as rich educational environment.

**3-Developing Skills of Academic Research and Critical Thinking, including:**

- a-Encouraging transformation in teaching towards research and inquiry as well as fostering critical thinking.
- b-Qualifying and training students to acquire academic research and critical thinking skills.
- c-Providing rich learning environment of research, inquiry and critical thinking activities.
- d-Directing the educational evaluation system and school tests towards developing the academic research and critical thinking skills.

**C- Projects for Developing Human Resources, including:**

**1- Implementing comprehensive medical survey on students comprising:**

- a-Cooperation with all bodies concerned with public and private medical services.
- b-Implementing comprehensive survey on all students in different stages.

**2- Developing Educational and Athletic Activities, including:**

- a-Focusing on the educational role of school activities.

b-Work in cooperation with Youth and Athletic institutions whether private and public for developing the required Athletic facilities.

c-Adopting the yearly school Athletic events with continuously improvement.

**3- Administrative Observation and Questioning, including:-**

a-Activating the administrative contact through the effective participation in seminar and conferences.

b-Developing a questioning system based on measuring the extent of realizing goals.

**D- Establishment Specialized Centres:-**

**1-Centres for examination, standardization and evaluation, including:-**

a-Evaluating the current status of examination and evaluation in order to study the cases and problems and identifying the requirements.

b-Developing school tests.

c-Establishing questions bank in order to develop examination of the secondary stage.

d-Developing and generalizing the identification tests for improving learning-teaching methods.

**2- Educational Information Network, including:-**

a-Establishing infrastructure for communications.

b-Utilizing mobile system and e-mail as well as International Network (Internet).

c-Establishing centers to train the staff on using the techniques of gathering and analysing educational information.

**4: The Main Matters and Challenges Facing the Educational System:**

The educational sector faces a set of matters and challenges, the upmost of which are:

a-Placing the educational sector at the top of the reconstruction priorities as a right way towards accelerating the settlement of security, handling problems and shortcomings affecting other sectors, thus achieving national interest and social solidarity.

- b-The shortness of funding used in the investment of educational expenditure from the donor States in that it does not correspond to the required fund for proper implementing of reconstruction in the educational sector.
- c-Problem of providing required school buildings and the rehabilitation and maintenance in a way to meet the requirements of qualitative and quantitative development in the educational sector.
- d-Shortage the required number of scientific and educational qualified teachers to meet the increasing demands of education at various levels.
- e- Scarcity teaching requirements concerning stationeries and school furniture that cover all schools.
- f-Problem of developing approaches of examinations and evaluation especially in introducing modern techniques which demand funds as well as awareness
- g-Problem of supplying requirement, of development of curricula, setting up teaching aids and educational techniques which demands enormous funds.
- h-Complicated problem of failure and dropout in the general and vocational education
- i-Disconnecting the relationship between community and school in consequent of engaging most of parents with daily life affairs.
- j-Poblems of numerating and following up children involved in compulsory education mainly in rural areas especially for girls.
- k-Emergence of special tuition phenomenon at all schooling levels.
- l-Scarcity of parallel education channels which serve citizens and those seek acquiring knowledge and skills.

**5: Prospective Trends And Views of Education in Iraq:**

- Formulating new educational strategy to be a guidance for further development with remarkable goals, features and potentiality of being translated into educational plans including different variables so as to ensure the

development of the educational system in terms of its goals, framework, structure and approaches.

-Accelerating the rebuilding of the infrastructure of education, and rehabilitation of the damaged educational institutions according to the scale of priorities.

-Orientating the educational process, curricula and teaching methods towards improving students' intellectualities as well as scientific and aesthetic creation and invention in conformity with scientific and technological progress and the development of society.

-Establishing the rudiment of democracy and freedom on the part of students, arousing the spirit of cooperation and constructive criticism in student's personality.

-Providing more educational opportunities for girls and rural regions as well as immigrate and immigrated who were exposed to violence and war conditions in order to attain the principles of equity of access to education.

-Developing the technical administrative performance via introducing modern machine, computerizing the administrative work in the educational institutions and preparing new programmes for educational development.

- Experimenting and modernizing a number of renewal types in different educational fields, and carrying out these experiments and models based on sound scientific and experimental foundations as well as assessing and generalizing their findings within adoptive educational innovations.

-Revising and varying the secondary and vocational education as well as opening channels to link its different areas to permit students having free access to these areas according to their interests, competencies and predispositions.

-Enhancing teachers socioeconomic or academic status and increasing their impulses towards innovations and creations to guarantee undertaking their responsibilities as leaders and educators.

-Paying due attention to distinguishing gifted students at all schooling levels and developing the means of identifying their aptitudes and supplying means of

implementation which guarantee developing their talents, capacities and fostering them.

-introducing optional subjects within school curricula, particularly at preparatory stage such as scientific, aesthetic and cultural activities intended to find out and orient students` abilities and faculties.

-Finding a cooperative relationship among the educational institutions and other institutions concerned about work and production in order to identify the needs, exchange information, agree upon plans and pursue the development of the educational curricula and teaching methods.

-Developing the institutions of in-service training and qualification teachers through making use of the modern approaches techniques in this respect.

-Giving due attention to the process of assessment in different fields including various aspect of the Educational System at the top of which students` achievement, teachers` opinion, curricula and programmes as well as varying the approaches of assessment which activate this process to improve the work and realize the educational goals.

-Setting up informational and documentation system in addition to the educational and academic information body which guarantee establishing data base and insuring its influency and exchanging through establishing integrated information system concerning both the Educational System and Teaching Process.

-Developing the educational supervision of both technical and adminisrative as well as following the latest supervisory styles in order to guarantee promoting the educational standard of both student and teaching staff in respect to scientific and biological aspects.

-Developing the educational research and conducting in various areas through involving researchers of various socialisations in conducting researches and studies as well as paying due attention to the Institutions of the Educational Research.

-Enhancing the role of teacher-parent councils and improving its effectiveness at different schooling levels through establishing the principle of societal participation in developing the process of education.

-Reinforcing the cooperation with the organizations which are concerned with Education and teaching process at the local and international level to establish long, mid and short term plans for qualifying and developing the Educational System.

### **A Must Word:**

The New Iraq as a whole is basically rich with human resources, in terms of the knowledge of economy, information and wisdom. The analysis of the educational situation and its various aspects indicates that human capacity is on the decline. It has experienced great neglect and lack of support thus making it deficient in its readiness to face the challenges of the 21<sup>st</sup> century.

Hence, the profound change in the performance of the teaching–educational system and its outcomes demand a wide range interaction and change in its socioeconomic context and also in its policies of societal institutions that feed education and in turn feed back from it. Thus any profound change involves social, economic and political costs that must be endured.

Establishing a high standard human capital including, students, teachers, or educationalists and citizens is one of the historical tasks posed for the new Iraq in this stage of its history. Thus it is inevitable that the required costs must be paid.

The choice of investing of the human resource is the task undertaken by the educational sector, a choice that remains of vital importance for insuring a sound prosperous future for Iraq, or else it is loss and regression. New Iraq has to undertake the responsibility for managing the required fund for education and establishing the forthcoming societal change.

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